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ABSTRACT

In fall 1980, a survey was conducted to determine the background characteristics, enrollment patterns, academic goals, and perceptions of students enrolled in the Los Angeles Community College District (LACCD) and to gather information of specific relevance to the individual campuses. The study sample of 14,198 students represented 10% of the students enrolled at each campus during the fall 1980 semester. Major study findings, based on a 56% overall response rate, included the following: (1) most students were enrolled in college for transfer (40%) or occupational (32%) purposes; (2) subject matter interest was highest for business and secretarial courses; (3) 76% of the respondents preferred enrollment in credit courses only; (4) the proximity of home to campus remained the most important reason for attending a particular college; (5) the greatest enrollment influences were friends and class schedules; (6) very few students attended off-campus classes, with 98% of the respondents attending campus or both campus and off-campus sites; (7) most college services, which were rated on an A through F scale, received a low B average, with library services and teaching rated most highly; (8) most students used services directly related to attendance and instruction; and (9) most students were under 30 years of age, unmarried, from a minority group, and working. Findings are compared with previous study results and national data. The survey instrument is appended. (AYC)

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THE FALL 1980 STUDENT SURVEY

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THE FALL 1980 STUDENT SURVEY

The Los Angeles Community College District

Office of Educational Planning
and Resource Development
Lowell J. Erickson, Director

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City	Dr. Ben Gold
East	Ernesto Ballesteros
Harbor	Jeanne Landis
Mission	Carlos Martinez
Pierce	Dr. Stephen Sheldon
Southwest	Bob Cook
Trade-Tech	Steven Sachs
Valley	Dr. Fred Machetanz
West	Dr. Stephen Schwartz

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THE FALL 1980 STUDENT SURVEY

SECTION I: INTRODUCTION, MAJOR FINDINGS AND TRENDS

Introduction

This third biennial student survey provides current information about the characteristics and educationally-related perceptions of Los Angeles Community College students. Results from the previous Fall 1976 and Fall 1978 surveys (The LACCD Student: Who, Where, Why & How) have been compared to those of the Fall 1980 survey; graphic presentations throughout the report illustrate comparisons and trends.

Comparisons have also been made between the Fall 1980 survey results and results of a national survey of community college students conducted by the Cooperative Institutional Research Program (CIRP) and published in The American Freshman: National Norms for Fall 1980. Students responding to the CIRP survey were only first-time, full-time freshmen, so that comparisons are limited to responses from such students in the District sample.

An additional feature of this year's report is the emphasis or comparative data among colleges. Most differences of 15 percentage points or more among college responses have been illustrated with bar graphs. Intra-college comparisons of grade ratings for college services have been given for variations of 1.0 grade point average or more.

Survey results are reported in Sections II through V and include Academic Considerations, Enrollment Characteristics, Evaluation of Services, and Student Characteristics. A final section discusses the survey design.

Major Findings and Trends

Fall 1980 survey results were generally consistent with those of earlier surveys. Students enroll in college primarily for the traditional purposes of transfer or occupational education; they are typically high school graduates or have earned some lower-division college credits; they frequently work and commute to a college within six miles of their homes; they are quite well satisfied with college services, particularly library resources and instruction, but few use specialized services offered by colleges.

Comparisons between the characteristics of students in the survey sample and those of all California community college students indicate that traits are similar except for the higher proportion of minority students in the sample. Comparisons between full-time, first-time freshmen in District and CIRP national samples show that District respondents were older, more often minority or working, less often had taken a college preparatory course in high school, less often aspired to college degrees, lived closer to college and reported lower parental income than national survey respondents.

Characteristics of students in the survey sample were somewhat different from those of all District students. More sample than District students were under 20 years of age, White, enrolled during the day and/or full-time.

While the traditional values of community college transfer or occupational education continued to dominate Fall 1980 survey results, other less traditional values changed somewhat. These included greater enrollment for personal interest, increased preference for noncredit classes, greater attraction to enrollment because of the college's reputation rather than its proximity, and increases in both miles travelled to campus and the use of buses or car pools.

Highlights of the section on Academic Considerations are as follows:

- Most students enrolled in college for transfer (40%) or occupational (32%) purposes. These reasons for enrollment have been consistently high, but have fluctuated. Transfer education rose from the Fall 1978 survey, but was the same as the Fall 1976 survey. Occupational education fell from 1978, but rose five percentage points from 1976. Personal growth or interest as a reason for enrollment increased eight percentage points since 1976.

- Subject matter interest was highest and still expanding for business and secretarial courses (27% in 1980; 23% in 1978). Interest in math/science or fine arts/humanities increased somewhat, while preference for social or behavioral sciences slightly decreased.

- A majority of students expected to eventually earn a baccalaureate or higher degree (59%-60% in all survey years). Those interested in an associate degree declined from 16% in 1976 to 13% in 1980, while interest in earning certificates rose from 3% to 5% during the same period.

- An overwhelming majority of respondents (76%) preferred enrollment in credit courses only. This proportion has decreased slightly, from 80% in 1976 and 78% in 1978. There was a corresponding increase in preference for community service or continuing education enrollment, from 2% in 1976 to 4% in 1980, with interest in both credit and noncredit courses (rather than one or the other) also increasing by two percentage points.

- Most students were high school graduates (61%) or had some college education but no associate or higher degree (23%). Ten percent had earned an associate degree or more; six percent had less than a high school diploma. Educational levels represented in the sample were comparable to those of total enrollment and of previous surveys.

- About half the respondents of all surveys (49%-53%) took college preparatory courses in high school, with the proportion lower in 1978 and 1980 than in the 1976 survey.

- Estimated grade point averages showed a fairly bell-shaped curve between 2.0 and 4.0 with very few reporting averages below 2.0. More than a third (39%) were not able to estimate their average, a reflection of high first-time freshman enrollment. Grades tended to rise with continuing enrollment, suggesting a relationship between retention and grade achievement.

Results of the section on Enrollment Characteristics show that:

- The proximity of home to campus remained the most important reason for attending a particular District college; this reason was less important among Fall 1980 respondents, however, than previously (39% in 1980 and 44% in 1976). The attraction of reputation for good teaching continued to rise somewhat (19% in 1980 and 12% in 1976), while no tuition (16%) and low admission requirements (3%) remained stable.

- The greatest influences on enrollment were friends (34%) and class schedules (33%). High school or college advisors influenced 18%, while print and media publicity attracted 15%.

- Very few sample students attended off-campus classes; 98% attended campus or both campus and off-campus sites. Most students attending off-campus were enrolled at Mission.

- A slight majority of students, constant for each survey at 56%-58%, attended classes only during the day. Evening students (28%) and both day and evening students (14%) were consistent proportions of the three survey samples. The 1980 sample had more day and fewer evening students than in actual total enrollment (43% day and 44% evening); comparable proportions attended both day and evening.

- Full-time students in each survey sample (56%-60%) have consistently been a much greater proportion than in actual enrollment (30%-26%). Differences between the perceptions of full- and part-time students therefore deserve special attention.

- The greatest number of respondents (38%) were first-semester students. The number of semesters for which students were enrolled was influenced by the survey being taken in the fall semester; students enrolled for three or five semesters were higher proportions than those enrolled for two or four semesters.

Results of the Evaluation of Services section include:

- Most services, which were rated on an A through F grading scale, received a low "B" grade point average (GPA) ranging from 2.6 to 2.9.

- Ratings were highest for library services and teaching, a result consistent with Fall 1978 ratings, the first year an evaluation of services was included in the survey. Students

rated library services and teaching a high "B" GPA (3.3 for library services and 3.2 for teaching).

- o Lowest ratings were for financial aids and food services, given a high "C" GPA (2.5 for financial aids and 2.3 for food services).

- o Most students used services directly related to attendance and instruction: admissions, teaching, library, counseling and food services. Frequent use was also made of financial aid and job placement services. Less than ten percent of respondents used EOP&S, health, veteran, handicap, or child care services, although many of these services were deemed worthwhile and effective by users.

The section on Student Characteristics discusses the age, ethnic background, sex, marital status and need for child care services among survey respondents, and their parental and personal income, hours of work, and distance and mode of travel to campus. Survey results show the following:

- o Most respondents were under 30 years of age; 33% were 19 or less and 46% were from 20 to 29 years. Fall 1980 sample students were younger than in actual enrollment. Those under 20 years were 21% of actual enrollment, while those 40 years or more were 9% of the sample and 16% of actual enrollment. Age patterns were similar for all three surveys, however.

- o Females and males were nearly equal in their sample representation; females were a slight majority of 52%. The proportion of females was the same as that of the 1978 survey, but up from 47% in 1976. Females were 54% of actual Fall 1980 enrollment.

- o Most respondents were single, unmarried students, at 74%, up from 67% in 1978 when marital status was first included in the survey. With just 26% of the sample married, divorced, or widowed, the small 8% interested in child care services was expected.

- o A majority of 58% of respondents were minorities, a proportion slightly higher than in previous surveys. This proportion was lower than in actual enrollment, however. Minorities were 63% of total District Fall 1980 enrollment.

- o Most students commuted to a campus within 6 miles of their homes (54%). This proportion dropped slightly from earlier surveys, while the proportion of students traveling 6 miles or more increased, particularly for distances of from 10 to 15 miles.

- While commuting by private car was still by far the preferred mode of travel, alternatives were considered by students. Private car commuting dropped from 78% to 72% between 1978 and 1980, while use of buses or car pools rose from 17% to 22% during the same period.

- Most students worked full- or part-time (68%). Work patterns changed somewhat in each of the survey samples. A majority of students (63%) worked part-time in 1976, but the proportion of part-time workers dropped to 46% in 1978 and 39% in 1980. Full-time workers were the highest proportion in the 1978 sample (34%), while students not working at all were most represented in the 1980 sample (32%).

- The family income of dependent students (just over 40% of the sample) generally increased, as might be expected from rates of inflation. The proportion of students reporting parental incomes of $18,000 or more rose from 34% in 1976 to 51% in 1980, while proportions reporting all lower income categories decreased. Variation among colleges, however, was substantial.

- Response to the question of personal income was most often for $9,000 or more (30%), the highest option given. The second most frequent response, however, was for no personal income (20%).

The final section, Survey Design, discusses the development of the survey instrument, sampling design and procedures, and response rates. Results show that:

- Sample size has been fairly consistent for the three survey years (8,511 in 1976, 8,560 in 1978, and 7,958 in 1980). Survey respondents ranged from 6% to 7% of total enrollment among samples.

- The Fall 1980 sampling design improved upon the consistent proportion respondents were of total enrollment at each college. Proportions ranged from 4.7% to 6.7% in 1980, compared to ranges of from 4.4% to 11.0% in 1976 and from 4.9% to 15.0% in 1978. This consistency improves the accuracy of comparisons among colleges and districtwide representation.

- Eighty percent of the Wednesday 10:00 a.m. and 7:00 p.m. classes sampled during the sixth week of the Fall 1980 semester returned responses from attending students.

- Characteristics of students in the sample were comparable to those of total enrollment for educational level and gender, somewhat lower in minority representation, and substantially lower in age and in evening or part-time enrollment.

To summarize, Fall 1980 survey results show that students' reasons for enrollment, their educational goals and preferences for subject matter and on-campus credit courses, their use of and satisfaction with services, their level of education and high school preparation for college were generally consistent with responses from previous surveys. Economic, social, and demographic changes are reflected in higher reported income, variation in work and commuting patterns, and the higher representation of women, minorities, and unmarried students in the 1980 sample compared to earlier samples.

These results suggest that District colleges attract students with diverse backgrounds who most often enroll to prepare for transfer or employment. Continuing adjustments in instruction, advisement, and support services may be required to meet these traditional expectations of a changing student population.

SECTION II: Academic Considerations

SECTION II: ACADEMIC CONSIDERATIONS

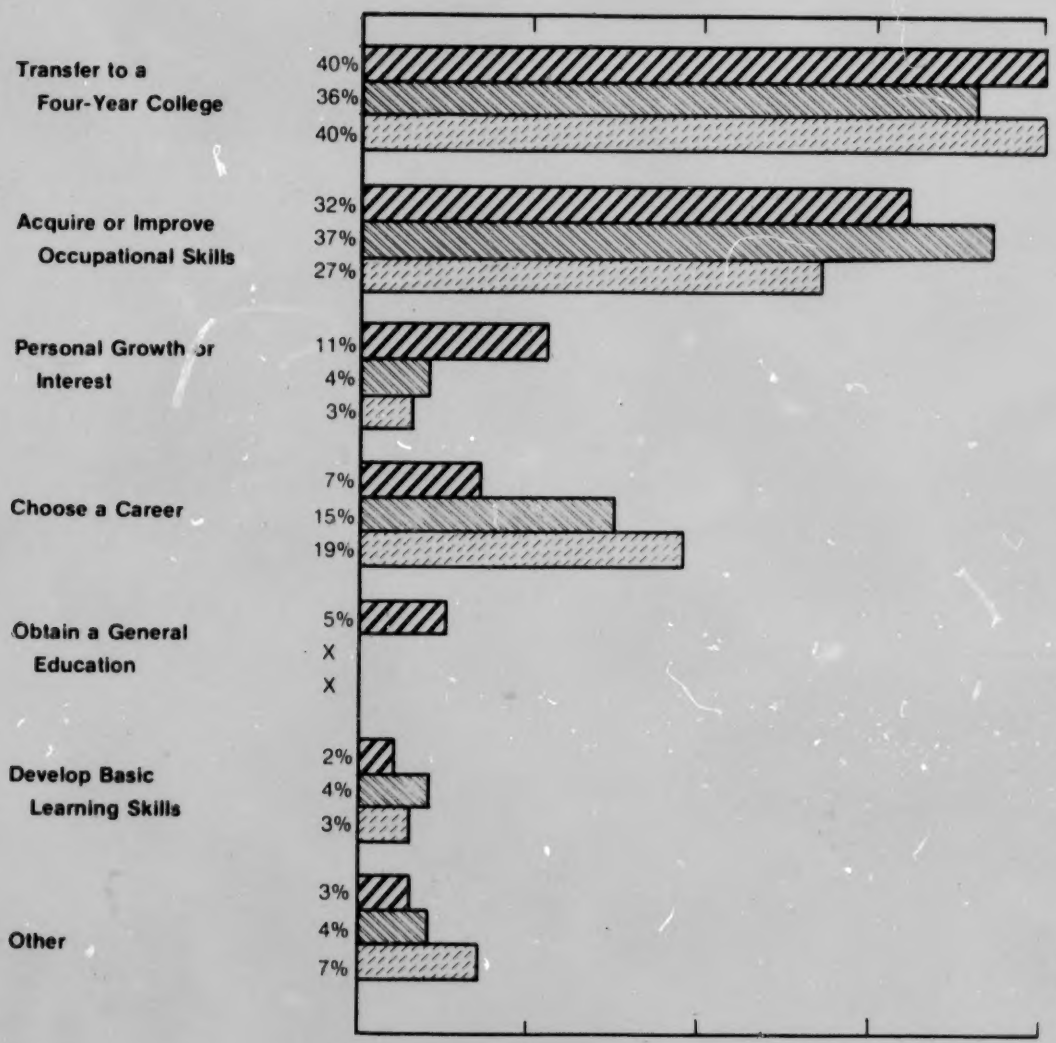
Most Important Reasons for Enrolling in College

The most frequently indicated reason for attending college was to prepare for transfer to a four-year college or university (40%). Also high was the proportion enrolled to acquire or improve occupational skills (32%). Personal growth or interest motivated enrollment for 11% of the respondents, while 7% enrolled to get help in choosing a career. A new option this year, enrolling to get a general education, drew a 5% response. Two percent enrolled to develop basic skills, while 3% enrolled for other reasons not specified in the questionnaire.

Interest in transfer and occupational education has consistently dominated reasons for enrollment each survey year, but has fluctuated. The 1978 response favored occupational education over transfer preparation, while in 1976 the reverse was true. The general education option in the 1980 survey may have reduced response to enrollment for help in choosing a career, development of basic skills, or other reasons for enrolling. The figure on the opposite page illustrates the pattern of response for each of the survey years.

Reasons for enrollment varied by a number of student and enrollment characteristics. The transfer motive was most common among younger students under 20 years, Whites or Asians, dependent students with above-average parental income but below-average personal income, and those enrolled full-time or during the day. Transfer-bound students more often than others had a high school education which included college preparatory courses; they also reported higher grades and degree goals but worked fewer hours than students enrolling for other purposes.

WHAT IS THE MOST IMPORTANT REASON YOU ARE ATTENDING COLLEGE?



The characteristics of transfer students contrasted with those enrolling for personal interest or growth. These "enrichment" students were typically older (35 years or more), had often already completed a baccalaureate degree, so that interest in noncredit classes was higher, and were usually enrolled part-time during the evening, working full-time and reporting higher personal income levels than others.

Students enrolling to acquire occupational skills differed from those seeking to improve occupational skills. Students preparing for occupational entry were somewhat like transfer-bound students: enrolled full-time during the day, and working fewer hours than usual. However, occupational preparatory students more often than others reported below-average parental or personal incomes, had not finished high school, had earned below-average grades, and had certificate or associate degree goals. Preparatory students were also more often than others between 25 and 30 years of age and/or non-White.

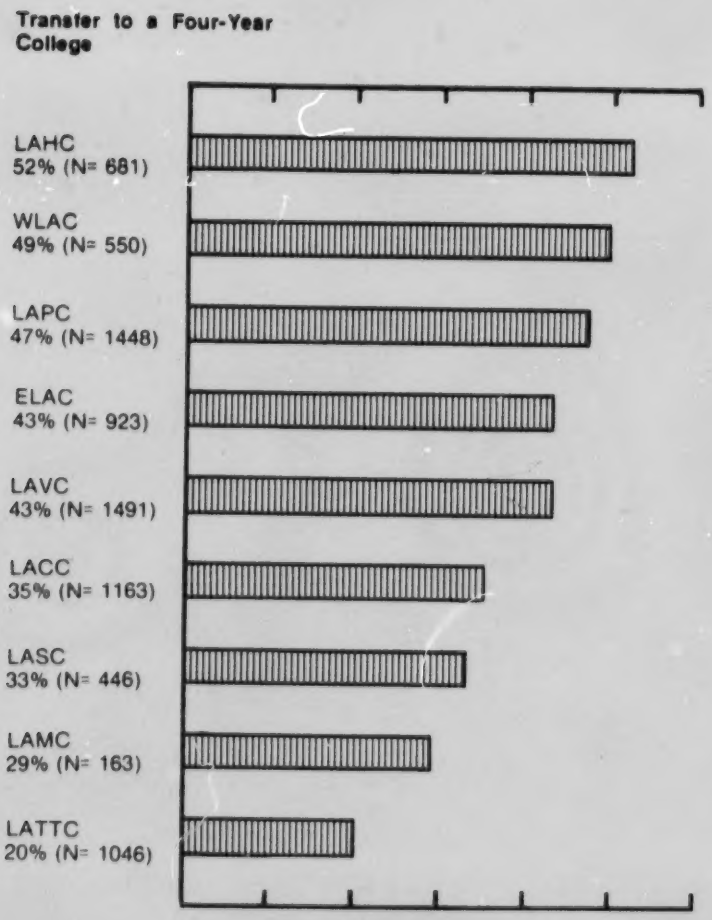
Students enrolling to improve occupational skills, like those enrolled for personal growth, tended to be older, employed full-time, and report above-average personal income; they typically enrolled during the evening or part-time, were better educated, and more interested than others in both credit and noncredit classes. Like occupational preparatory students, they were frequently interested in certificate or associate degree goals.

As one would expect, students enrolling for help in choosing a career were usually younger and undecided about a degree goal or major. The few students who enrolled primarily for basic skill development were a great deal below-average in income and educational level; many were working toward the equivalent of a high school diploma.

Substantial variation among colleges (15 percentage points or more) was found for transfer and occupational reasons for enrollment; these are illustrated below and on the following two pages.

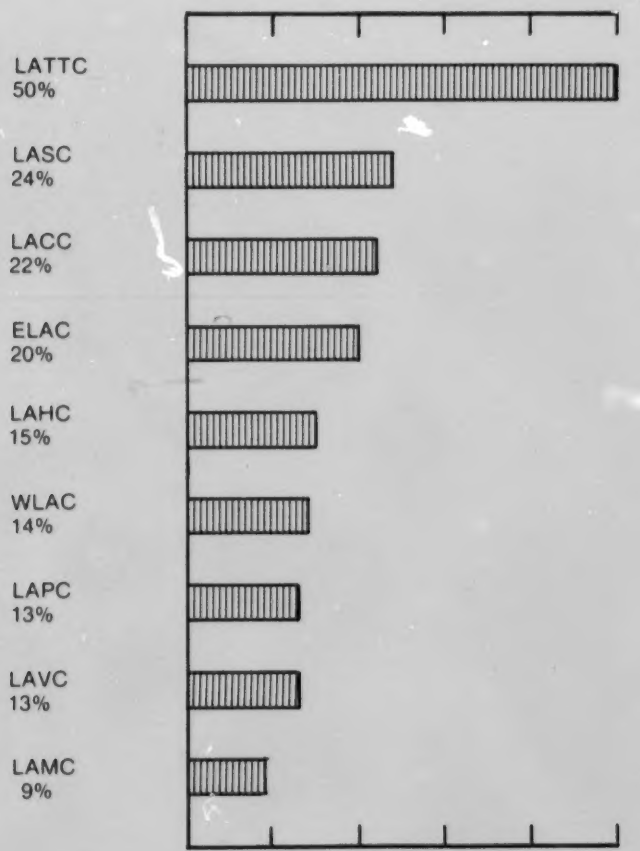
Transfer goals were highest among students from Harbor (52%), West (49%) and Pierce (47%), and were above-average at both East and Valley (43%). Transfer was least often a reason for enrollment among Trade-Tech students (20%), and was below-average among Mission (29%), Southwest (33%) and City students (35%).

WHAT IS THE MOST IMPORTANT REASON YOU ARE ATTENDING COLLEGE?

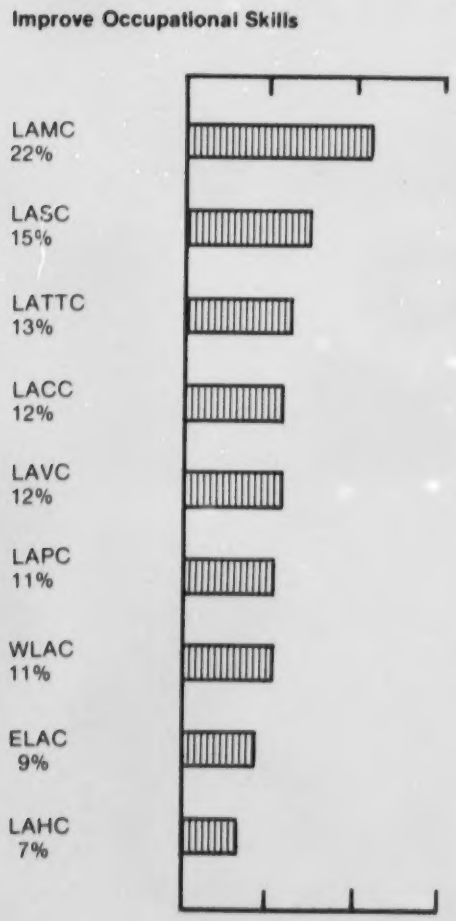


Differences among colleges in students' intentions to transfer were generally matched by converse differences in occupational interests; 63% of Trade-Tech students enrolled for occupational purposes, while just 22% of Harbor students did so. There were further differences in emphasis on acquiring or improving occupational skills, as the bar graphs below and on the opposite page illustrate. Acquiring skills was more often a reason for enrollment than improving skills at most colleges, especially at Trade-Tech.

Acquire Occupational Skills



Improving occupational skills was the most important reason for enrollment among a much higher proportion of Mission students (22%) than was average among colleges (11%). Southwest and Trade-Tech were also well above-average, while East and Harbor were considerably below-average.



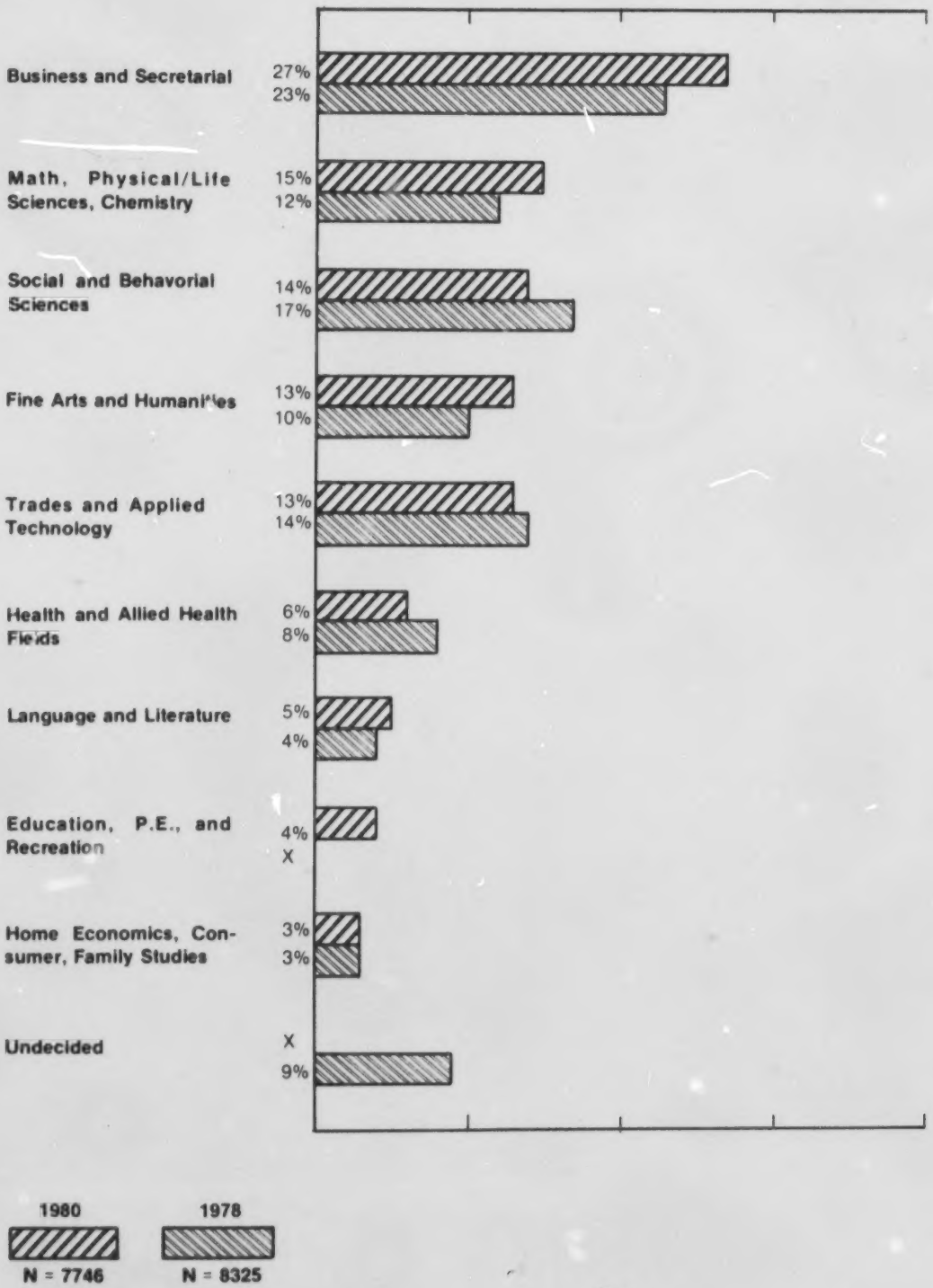
Subject Areas of Greatest Interest

Business and secretarial subjects attracted the greatest interest among students, at 27%. Ranging between 15% and 13% each were mathematics or sciences, social and behavioral sciences, fine arts and humanities, and trades and applied technology. Preference for one of the remaining four subject options ranged from 6% to 3% and totalled 18%.

The graph on the opposite page illustrates variation in subject interests and differences between 1980 and 1978 responses; this question was not included in the 1976 survey. Two differences in subject options between the two survey years (undecided in 1978 and physical education in 1980) somewhat obscure the comparison illustrated in the graph, but responses for both years were generally similar. Excluding the undecided and physical education responses, differences were no more than plus or minus four percentage points. Slight increases were found in business, math or science, the arts and humanities, and language and literature, while social sciences, trades and applied technology, and allied health were slightly lower in 1980 than in 1978.

Several student and enrollment characteristics were associated with variation in subject matter interests. Differences were apparent by both sex and ethnicity. Men were more interested than women in mathematics, science, trades and applied technology, while women more often preferred health or allied health subjects, home economics, the social or behavioral sciences, and business/secretarial courses. Math/science majors were most often Asians; the arts, humanities, language or literature subjects were most appealing to Whites; business/secretarial and allied health were higher interests among Blacks. While trades and applied technology were

In what area of study do you have the greatest interest?



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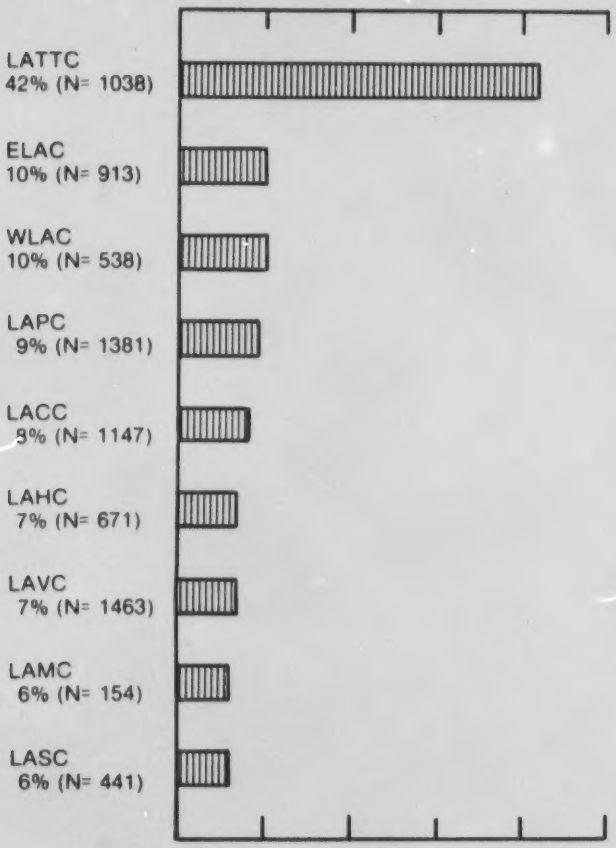
most common among Hispanics, all minorities selected this subject area more often than Whites.

General education requirements were evident in the higher selection of social/behavioral science, math or science among transfer-bound students and those with higher degree goals, grades, and full-time enrollment. The arts/humanities and language/literature interests among those enrolled for personal growth suggests enrichment motives, although the language skills aspect of language/literature made it a high interest among students enrolled for basic skills or general education, as well. Allied health and trades were most often selected by students enrolled to acquire or improve occupational skills; a business/secretarial major was most common among students enrolled to improve skills. Business or trade majors most frequently sought certificate or associate degrees.

As would be expected, considerable variation in subject preference was found among colleges. The greatest difference was in the high proportion of Trade-Tech students who expressed interest in trades and applied technology; nearly half of them (42%) indicated this preference. At every other college the proportion of students electing this subject area was below-average (10% to 6%). The graph opposite leaves no doubt about the curricular emphasis at Trade-Tech.

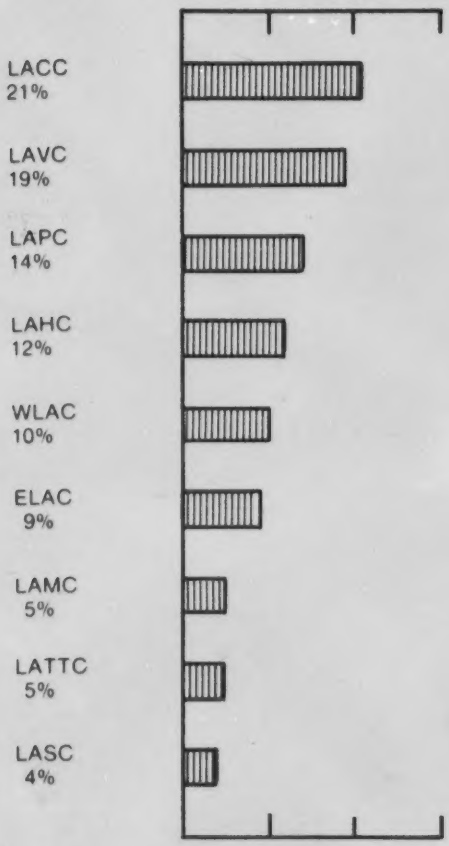
IN WHAT AREA OF STUDY DO YOU HAVE THE GREATEST INTEREST?

Trades and Applied Technology

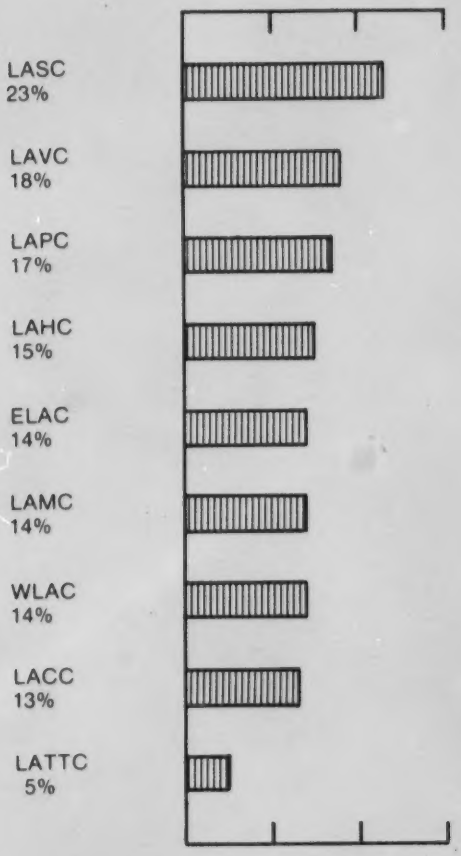


Differences among colleges were also substantial for interest in social and behavioral sciences, and in the arts and humanities. City students led in their preferences for arts and humanities (21%), with Valley students also high (19%); this interest was about average at Pierce and Harbor, with West East, Mission and Trade-Tech below-average and Southwest lowest (4%). Southwest students, however, were highest in choosing the social sciences (23%), with Pierce and Valley also above-average (17% to 18%). Social Science interest was lowest at Trade-Tech (5%). The graphs below illustrate these differences.

Fine Arts and Humanities



Social and Behavioral Sciences



Highest Degrees Sought

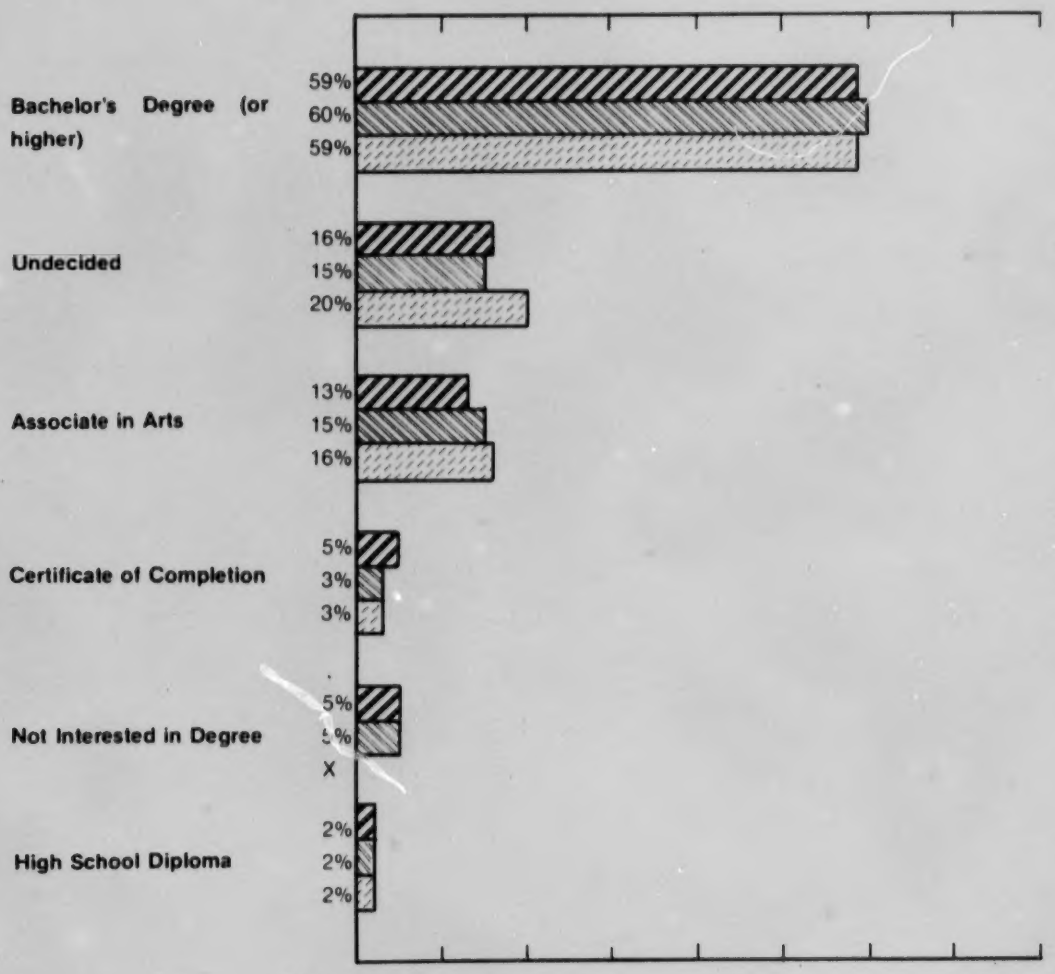
A 59% majority of students planned to eventually earn a baccalaureate or higher degree. This proportion is somewhat higher than the proportion enrolling for transfer purposes (40%), suggesting that many students enrolling for occupational education also intend to pursue degrees beyond the associate level. An associate degree was the highest objective for 13% of the respondents, while a certificate of completion was the aim of 5%. No interest in a degree was reported by 5% as well, while 2% expected to complete requirements for a high school diploma--the same proportion enrolling to develop basic skills. Sixteen percent were undecided regarding their degree plans.

Degree objectives were generally consistent for the three survey years; slightly fewer were undecided or planned to get an associate degree, and slightly more planned to complete a certificate program. These trends are clear from the graph on the following page.

Degree goals were higher for the nationwide community college CIRP sample of first-time, full-time freshmen than for such students responding to the District survey. Baccalaureate or higher degree goals were reported by 73% of the CIRP sample and 62% of comparable students in the District sample; 19% of the CIRP sample had an associate degree goal, compared to 15% of District respondents.

Characteristics associated with variation in degree goals were consistent with those of reasons for attending college. No degree goal was highest among those enrolled for personal growth, followed by those enrolled for occupational improvement. Occupational preparatory students most often

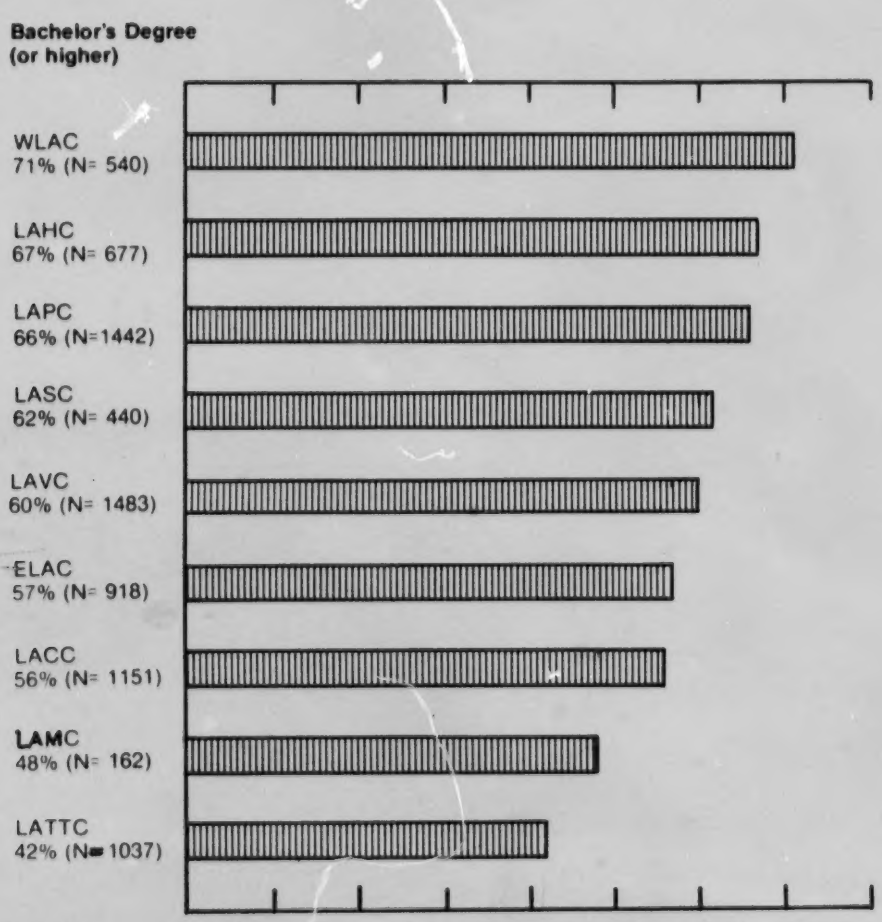
What is the highest academic degree you plan to obtain?



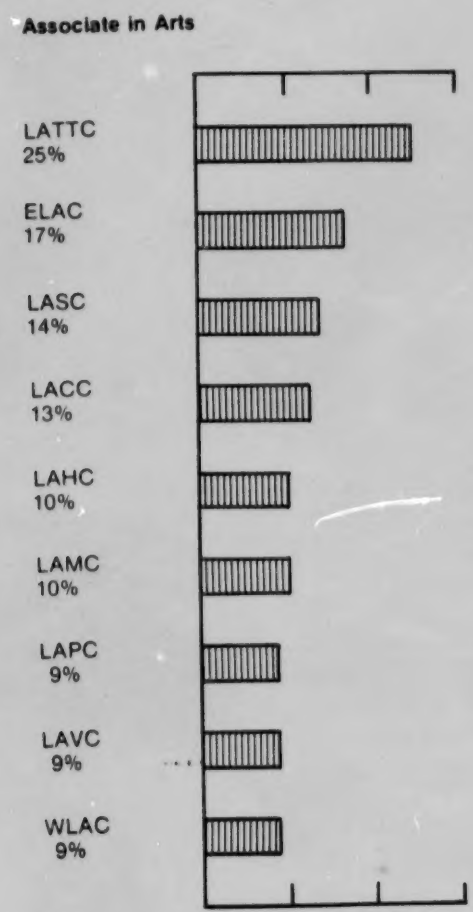
sought a certificate or an associate degree, while a baccalaureate degree or higher goal was most common among transfer-bound students.

The graphs below and on the following page illustrate variations among colleges in the two- or four-year degree goals of respondents. West had the highest proportion of students planning to earn a bachelor's degree or more (71%), with Harbor and Pierce also high (67% and 66%). Trade-Tech was lowest in bachelor's degree goals (42%), followed by Mission (48%).

WHAT IS THE HIGHEST ACADEMIC DEGREE YOU PLAN TO OBTAIN?



College variation in baccalaureate or associate degree plans was consistent with variation in transfer or occupational education purposes, except at Southwest, which ranked higher in four-year degree goals than in enrollment for transfer purposes. Associate degree goals were highest among Trade-Tech students (25%), followed by students in other central city schools: East (17%), Southwest (14%), and City (13%). Associate degree plans were consistently 9% to 10% of students attending other colleges.

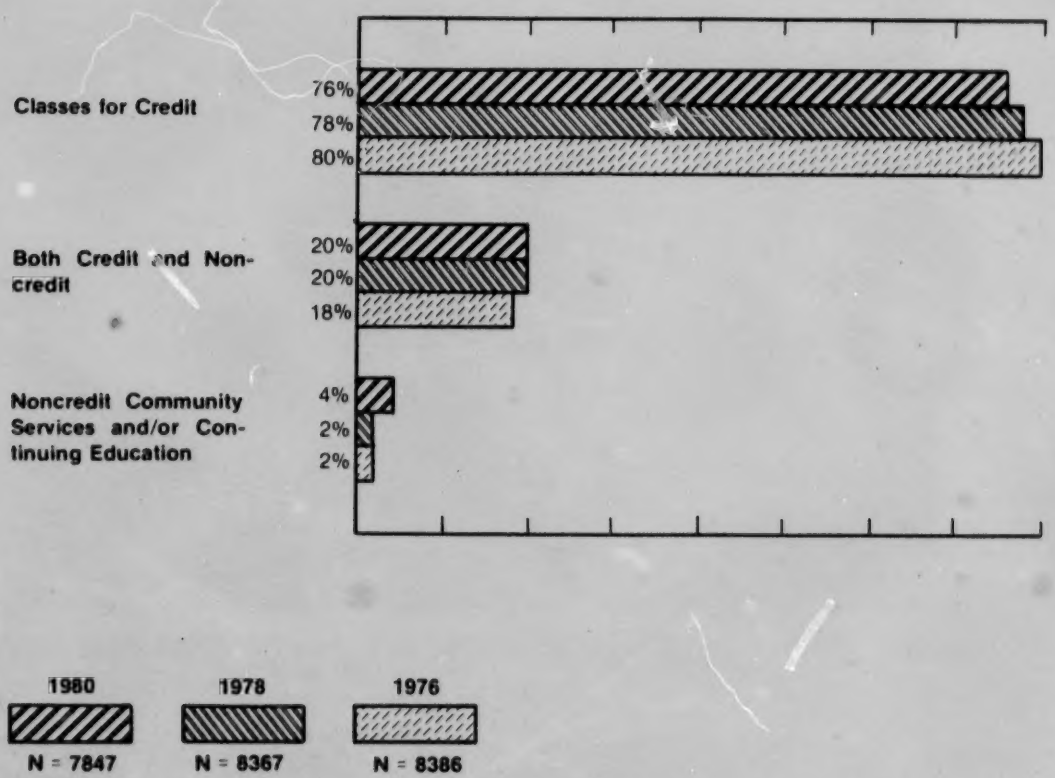


Interest in Credit and Noncredit Classes

A large majority of students (76%) planned to take only credit classes. Enrollment for both credit and noncredit classes appealed to most of the remaining students (20%), with some students (4%) only interested in noncredit community service or continuing education classes. Interest in credit classes decreased slightly from 1976, while interest in both credit and noncredit, or in just noncredit classes increased correspondingly, as the bar graph below indicates.

As one would expect, credit classes were most often preferred by transfer-bound or occupational preparatory students enrolled on campus full-time or

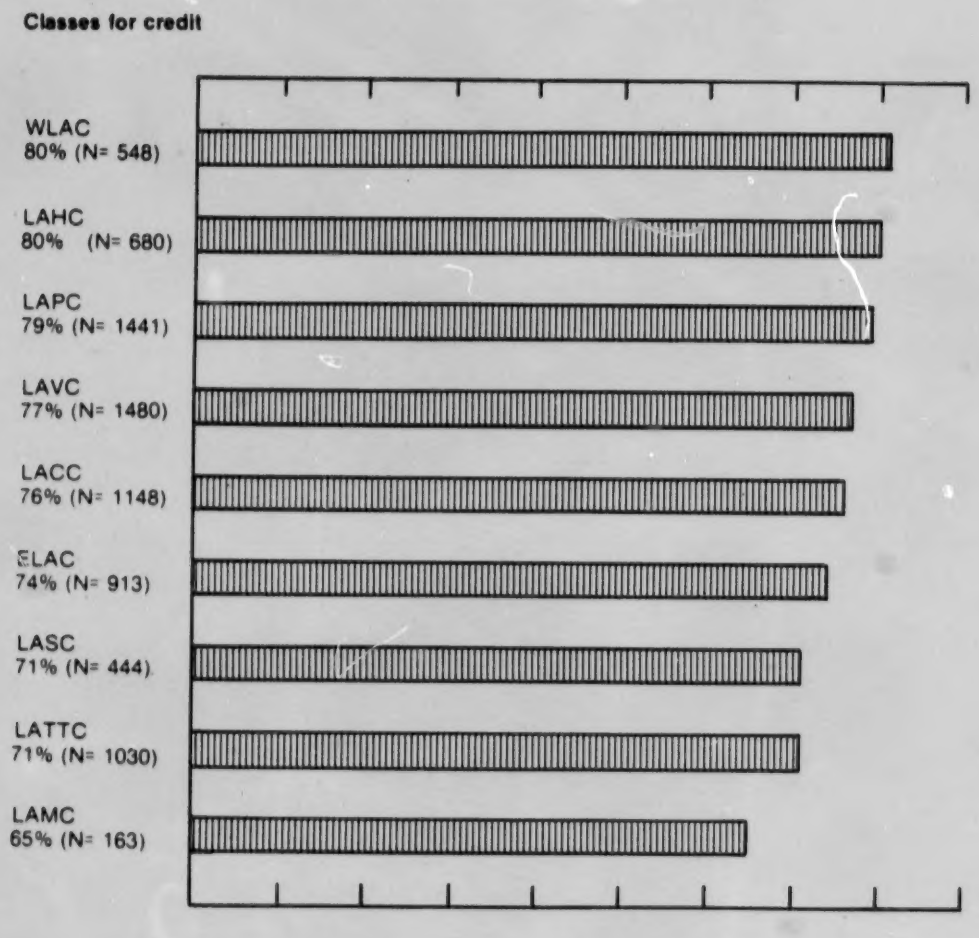
What type of classes do you plan to attend?



during the day. Noncredit classes were of greatest interest to students enrolled to develop basic skills or for personal growth, and those enrolled off-campus, part-time, or in the evening.

Taking classes for credit was most important to students at West and Harbor (80%), with Pierce and Valley students also above-average. Credit classes were least important to students at Mission (65%).

WHAT TYPE OF CLASSES DO YOU PLAN TO ATTEND?



Educational Levels before Attending College

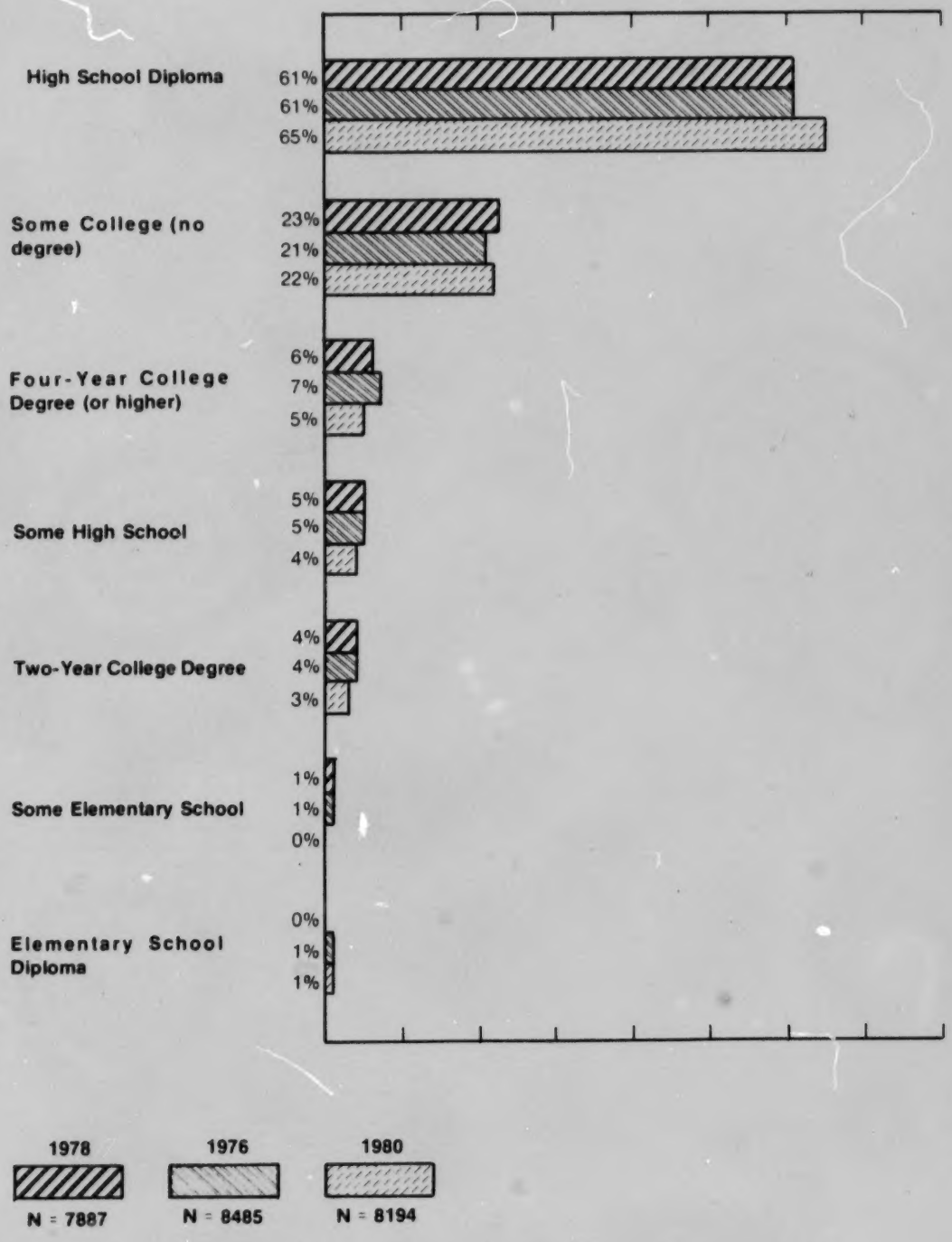
A high school diploma was the highest educational level reported by most students (61%), reflecting the time (fall semester) the survey was taken and the high proportion of students attending for the first time. A substantial proportion of students (23%) had some college but no degree. Other educational levels, ranging from some elementary school through a four-year degree or higher, represented the remaining 16% of respondents. These proportions have been stable for the three survey years, as the bar graph on the following page indicates.

The small number of students with less than a high school diploma most often enrolled for basic skill development or occupational preparation. They were less interested than others in credit, sought to earn high school diplomas or occupational certificates, had seldom taken college preparatory courses, had lower grades and placed above-average importance on no admission requirements; they were more often unemployed or lower-income than better educated students. These students were usually older (35 years or more) and slightly more often minority than White.

Typical freshmen with a high school diploma resembled freshmen at other colleges and universities. These freshmen were most often transfer-bound, under 20 years and single, enrolled full-time in credit classes on campus during the day, had middle-income parental support and worked part-time.

Students with some college but no degree frequently were enrolled to improve occupational skills or to pursue a baccalaureate degree; they were typically 25-34 years of age, full-time workers, and high grade achievers. Students with associate degrees also frequently enrolled to improve occupational skills but seldom aspired to higher degrees, were usually enrolled part-time and

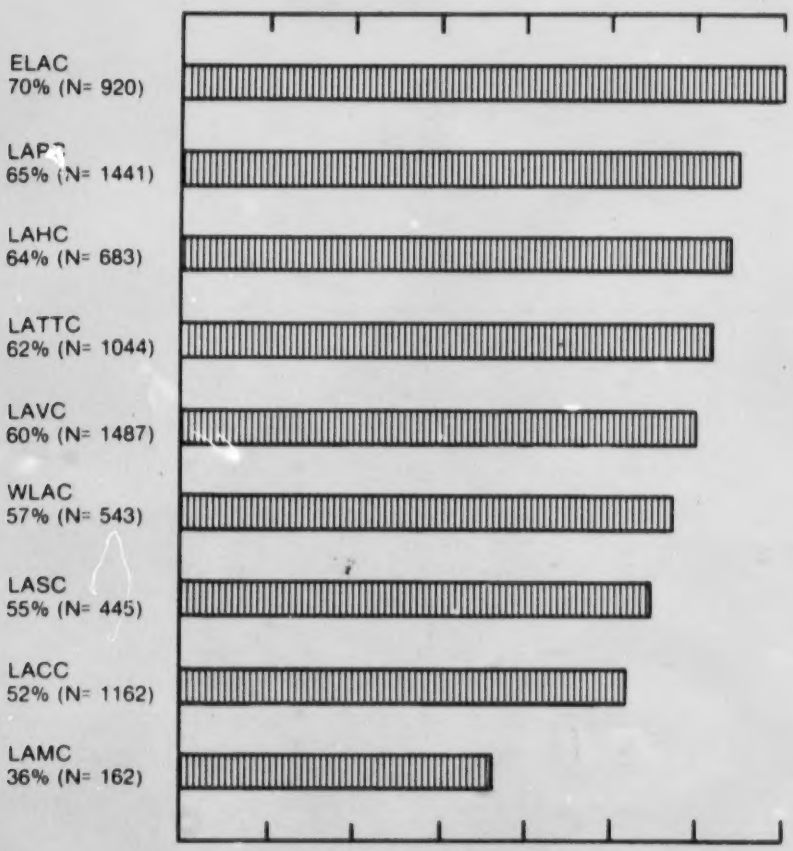
What was your highest level of education before attending this college?



employed full-time, and were 45 to 54 years of age. Baccalaureate degree holders also tended to be older (40 years or more), were more often than others employed full-time and enrolled part-time, and frequently reported high personal income and grade achievement but no further degree goals.

The most common educational level, a high school diploma, ranged from 70% of survey respondents at East to 36% at Mission, as the graph below indicates. Proportions represent variations in the sample, not in actual enrollment among colleges. Fall 1980 freshman enrollment at Mission, for example, was actually above-average (see Section VI, pp. 89-92).

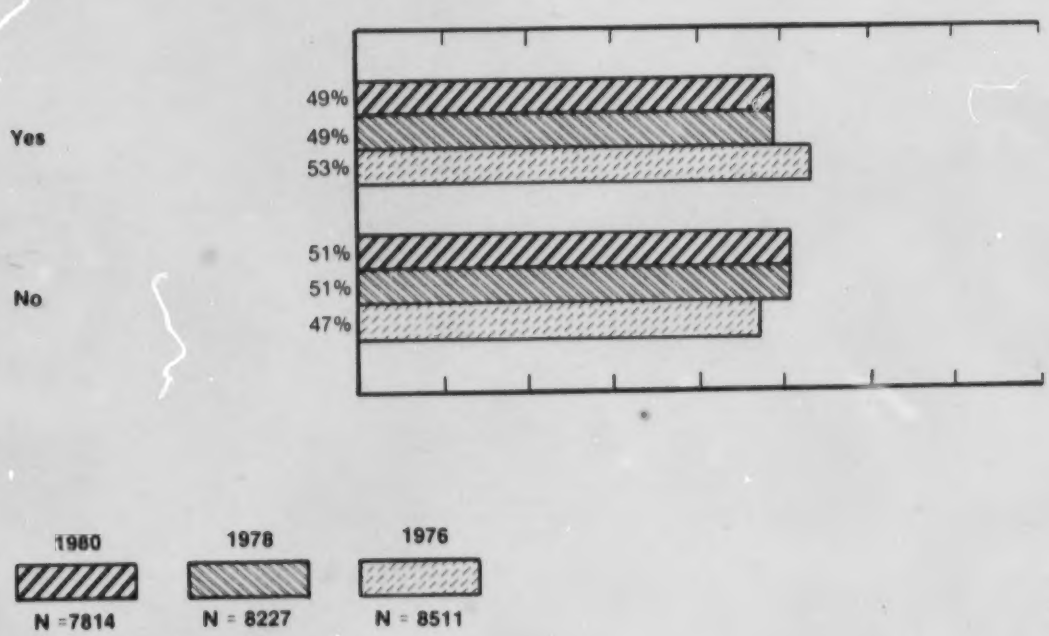
High School Diploma



High School Preparation

Comparable proportions of students did (49%) and did not (51%) select high school courses to prepare them for college work. As the bar graph below indicates, the proportion taking college preparatory courses in high school has remained consistent for the last two survey years, with a slight increase from 1976. The CIRP national sample of community college freshmen who had taken college preparatory courses was 77%, much higher than the 58% of first-time, full-time freshmen in the District sample.

Did you select your high school courses to prepare for college?



College preparatory courses were most often taken by transferring students, math/science majors, or those seeking baccalaureate degrees; college preparation generally rose with grades and parental income. Asians more often than other ethnic groups had taken college preparatory courses. Students with some college, an AA or BA degree were also more likely to have taken college preparatory courses.

Students taking college preparatory courses were similar proportions among colleges.

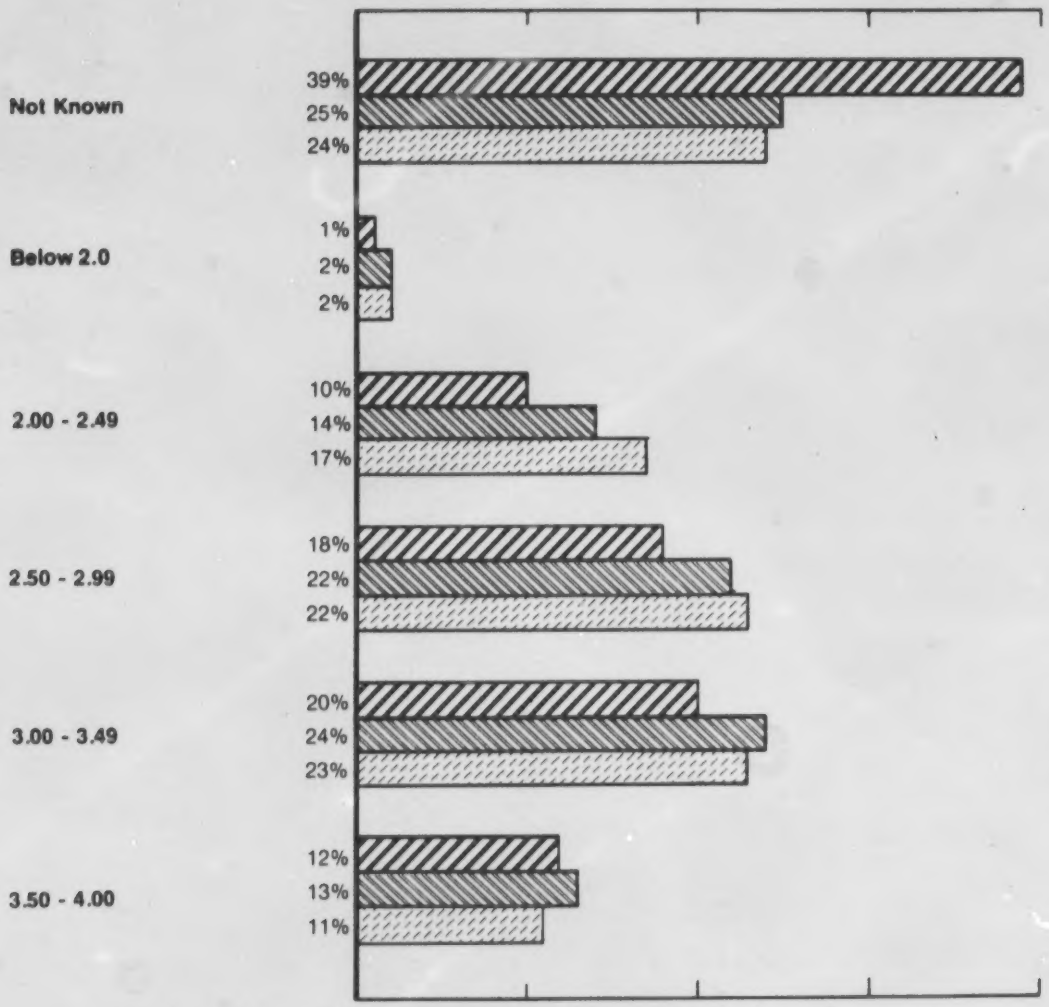
Grade Point Averages

Many students (39%) reported that they did not know their grade point average (GPA). As the bar graph on the opposite page illustrates, this proportion increased a great deal from 1976 and 1978, resulting in corresponding declines for the remaining GPA categories to which students responded. The general pattern of GPA distribution retained its curve between 2.0 and 4.0 GPA limits, with few students in any year reporting less than a 2.0. The relative proportion of high GPA's, however, has increased. In the 1980 survey, slightly more than half of the students reporting any GPA reported a 3.0 or higher, while this proportion was just half in 1978 and less than half in 1976. Since the districtwide proportion of A and B grades awarded has actually declined somewhat between Fall 1978 and Fall 1980 (see 1979 and 1980 Annual Reports), differences may reflect the lower actual GPA of those who did not know their GPA, or other unknown response error, rather than "grade inflation."

Students reporting GPA's under 2.5 more often than others enrolled to prepare for an occupation, aspired to an associate degree, had a high school diploma or less, had not taken college preparatory courses in high school, worked part-time and/or were below-average in parental or personal income. A 2.5 to 3.5 GPA was most common among transfer-bound students, baccalaureate degree aspirants, full-time or continuing students, and those between 20-24 years with upper levels of parental or personal income. The highest GPA category, 3.5 to 4.0, was most often reported by students enrolled for personal growth. These students were frequently enrolled part-time, were liberal arts majors, better educated and more affluent than average, and had no further degree goals.

There was no substantial variation among college in reported GPA.

What is your current college grade point average?



SECTION III: Enrollment Characteristics

SECTION III: ENROLLMENT CHARACTERISTICS

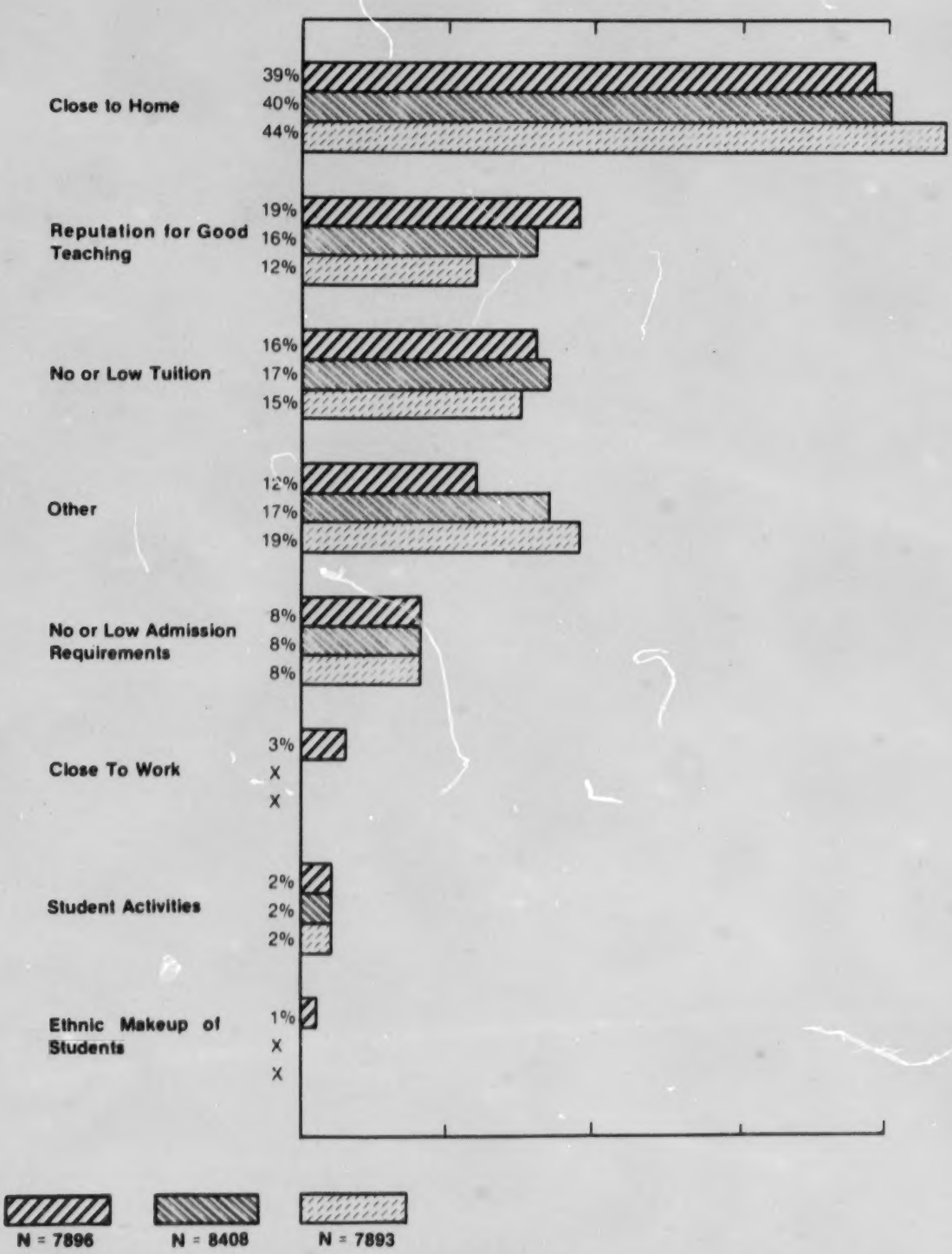
Most Important Reasons for Enrolling in a Particular District College

Selection of a particular college within the District was substantially dictated by commuting considerations; 39% of the students chose a campus because it was close to their homes. Quite large proportions of respondents based their choice on reputation for good teaching (19%) or because of no tuition (16%). Other reasons not specified in the questionnaire were considered most important by 12% of respondents, while 8% enrolled because admissions requirements were low. Small percentages of students enrolled in a particular college because it was close to work (3%), had student activities (2%), or because of the college's ethnic makeup (1%).

Differences in response for the three survey years are represented in the bar graph on the opposite page. There were again two differences in the 1980 survey list of possible reasons students might choose to enroll at a particular college; proximity to work and the ethnic makeup of students were added. Excluding responses to these two options, 1980 survey results show teaching reputation higher than in 1976, with "other" reasons and proximity to home lower. Other responses were very alike.

As might be expected, no admission requirement was an especially important reason for enrollment in a specific college among developmental students, those without a high school diploma, and/or those with less than a 2.0 GPA. No tuition was more often a reason than others among transfer students or baccalaureate degree aspirants, those between 20 and 30 years of age or with modest support from parental income, part-time workers and/or those who had attended five semesters or longer. Proximity (close to home or work) was

What is the most important reason you chose to enroll at this college?

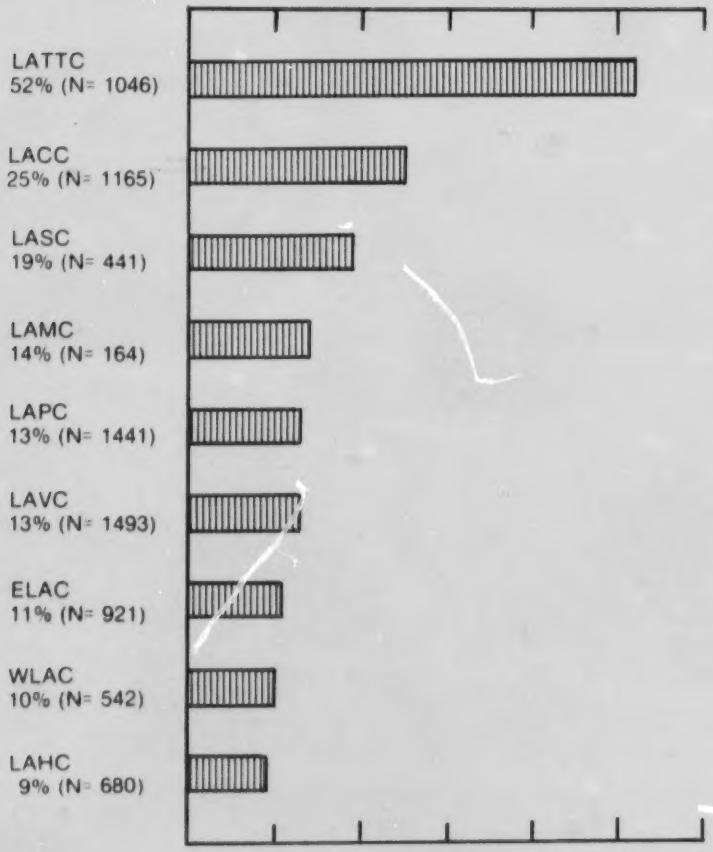


predictably more important to students enrolled for personal growth or occupational improvement purposes and to those working full-time and/or enrolling part-time. Enrollment because of the college's reputation was highest among students enrolled for occupational preparation and for full-time or day students.

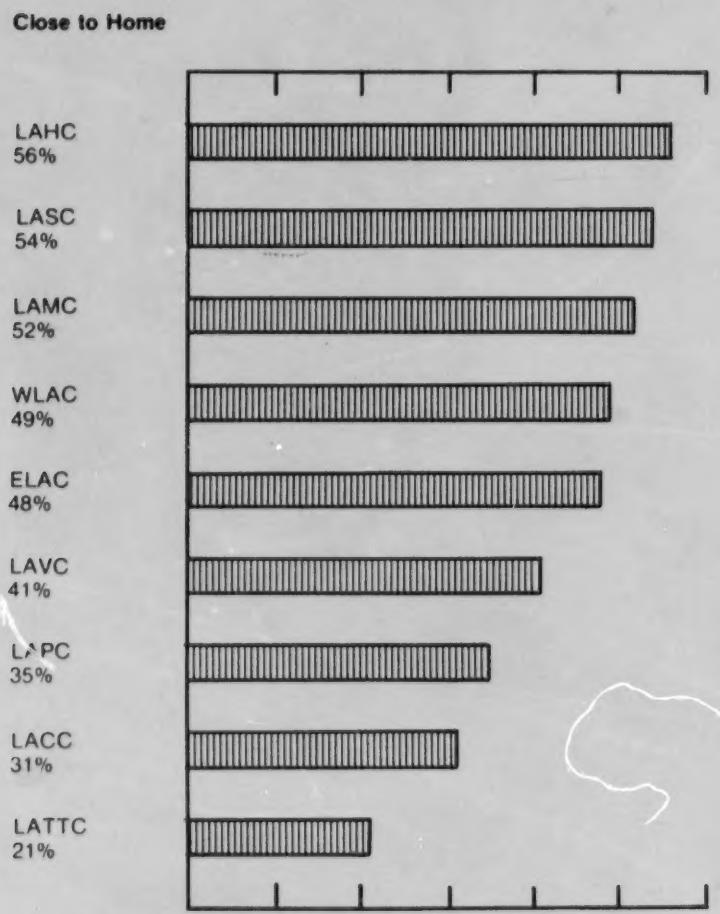
Students at individual colleges also differed in their relative emphasis on two reasons for college selection, reputation and proximity. These variations are graphically presented below and on the following page.

WHAT IS THE MOST IMPORTANT REASON YOU CHOSE TO ENROLL AT THIS COLLEGE?

Reputation for Good Teaching



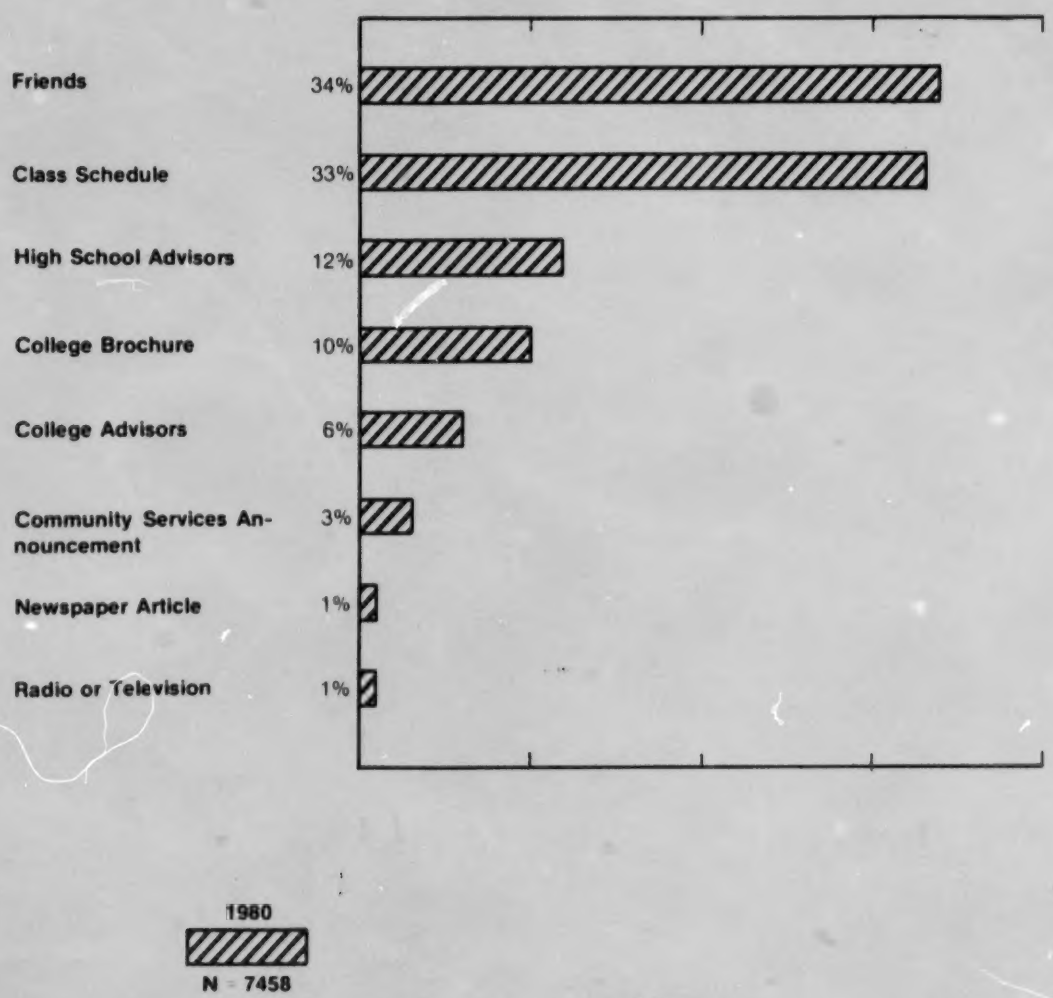
A reputation for good teaching was highest among Trade-Tech students (52%) and above-average at City (25%). Harbor students most often rated proximity highest (56%), while students at City and Trade-Tech, who most valued reputation, least often rated proximity important (31% City; 21% Trade-Tech). The typical reluctance to travel very far to campus can evidently be overcome by the attraction of certain specialized programs not available at a nearby campus.



Factors Most Influencing Enrollment

This question was first asked in the Fall 1980 survey. Two of the eight options given were selected by two-thirds of the respondents; these were the influence of friends (34%) and class schedules (33%). High school advisors influenced 12%, college brochures 10%, and college advisors 6%. The remaining influences totalled just 5%; all responses are graphed below.

Which most influenced your enrollment?



Responses were consistent among colleges, suggesting that publicity and advising practices are similar at each college and/or that students seek information in similar ways.

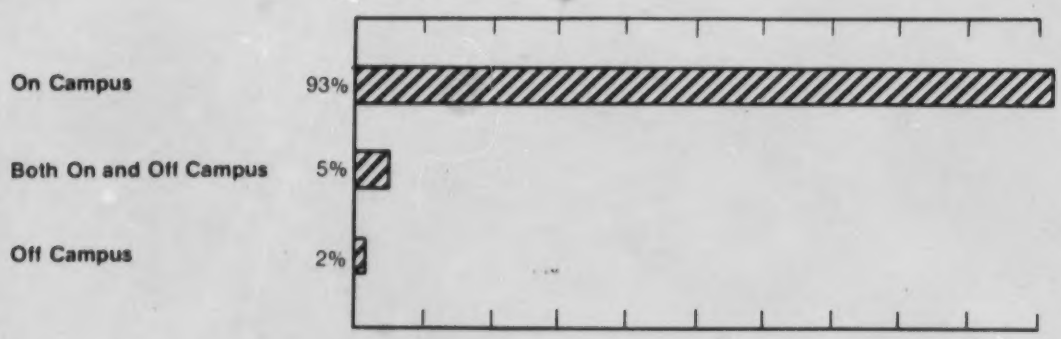
Responses did vary, however, by many student characteristics. The influence of friends on the decision to enroll was highest among students interested in physical education, those undecided regarding degree goals, those under 20 years or with a GPA under 2.0, Whites or Asians, and among those commuting more than ten miles or using car pools. Class schedules were most influential among better educated students or those with high GPA's, part-time or evening students, those enrolling because the college was close to home, and students with high personal incomes or full-time employment. The variation in influence of community service announcements or college brochures was similar to that of class schedules--all printed materials. The influence of high school or college advisement was above-average among students with less income or education, lower grades or degree goals, younger or minority students, and those enrolled during the day or full-time.

Outreach and Campus Attendance

Nearly all students sampled attended classes on campus (93%), while the remainder attended classes either at off-campus sites (2%) or at both campus and outreach locations (5%). Response to this question, included for the first time in the Fall 1980 survey, is illustrated below.

Because a very large majority of respondents attended campus classes, variation in location was much more distinct among the small proportion attending off-campus classes. These outreach students were more often than campus students interested in language/literature subjects and noncredit classes, were often four-year degree graduates with high GPA's, older (50 years or more), employed full-time with high personal income, and enrolled part-time or because classes were close to home or work.

Where do you attend classes?



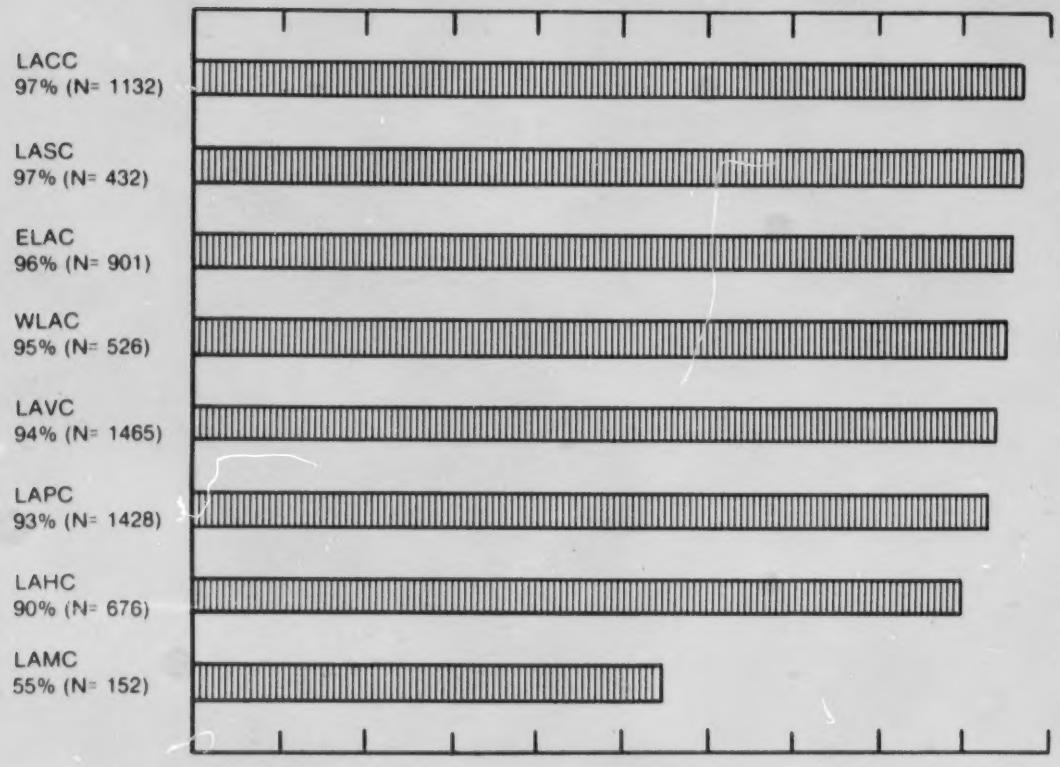
1980

N = 6712

Below is the bar graph representing variation among colleges. Clearly the overwhelming majority of students at all colleges attended classes on campus except at Mission, which has no campus but offers classes both in centrally located sites in San Fernando and in neighboring communities scattered throughout its service area. Off-campus and both on- and off-campus attendance were correspondingly higher at Mission than at other colleges, as one would expect.

WHERE DO YOU ATTEND CLASSES?

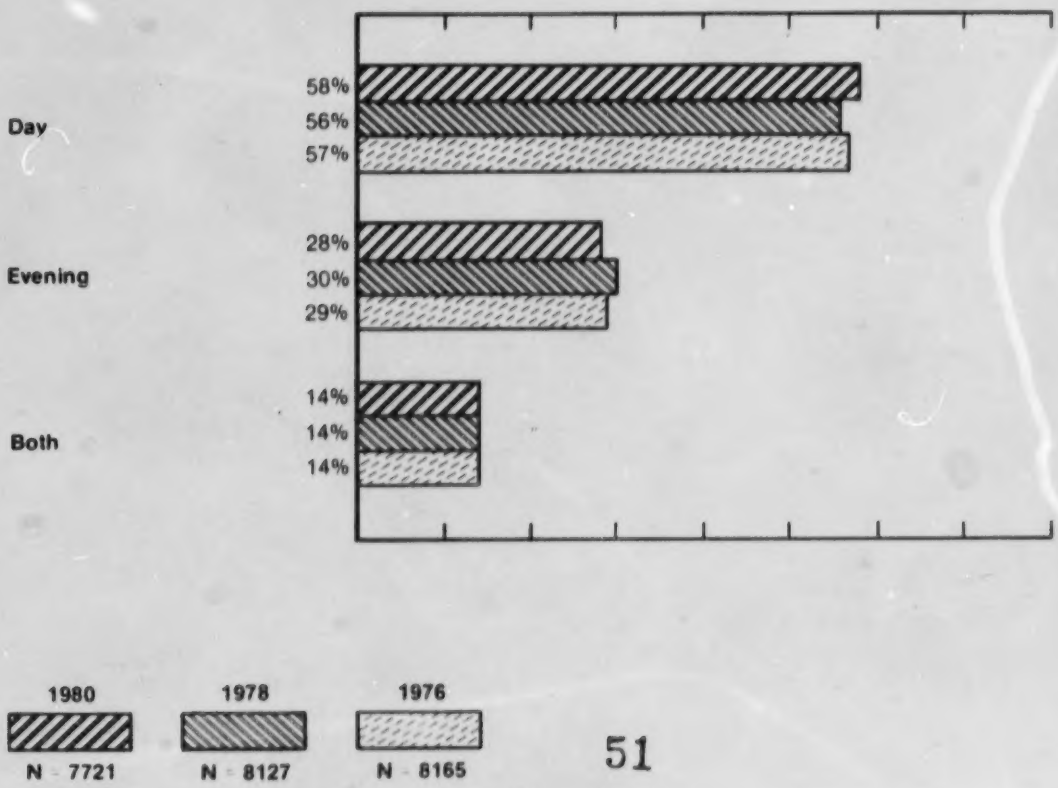
On Campus



Day and Evening Attendance

A majority of students (58%) were enrolled in classes meeting during the day. While most remaining students attended evening classes (28%), some attended both day and evening classes (14%). These proportions were virtually identical for each survey year, as indicated in the bar graph below. Day only enrollment, however, was 15 percentage points higher among survey respondents than in actual Fall 1980 enrollment, while evening only enrollment was comparably lower. Those attending both during the day and evening were the same proportions of the sample and of total enrollment.

In which classes are you currently enrolled?



As noted in earlier discussions of variation in student response, day students were more often than others enrolled for transfer or occupational preparatory purposes in credit, campus courses. They were more often than average under 20 years, single, high school graduates who had taken college preparatory courses; they were employed part-time or not at all, and/or were low in personal income.

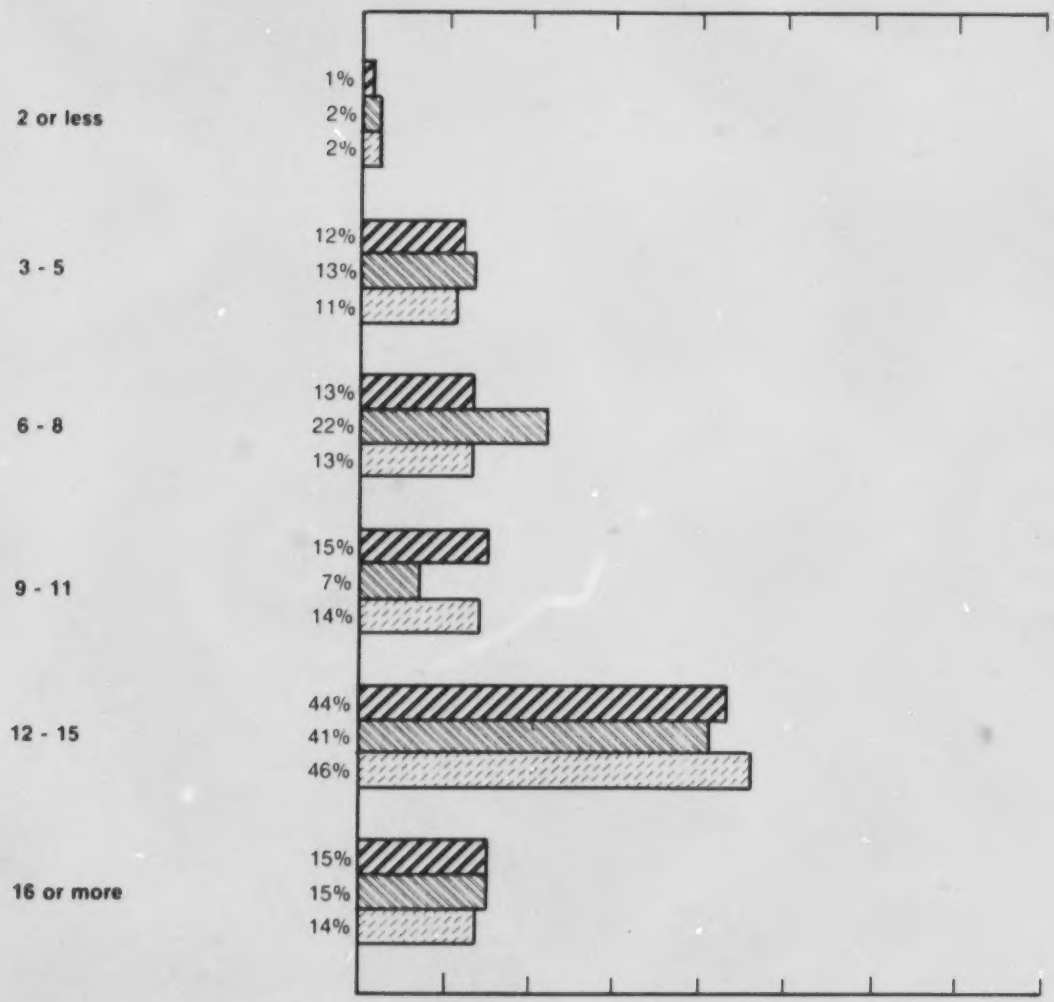
Evening students more often than day students enrolled part-time for occupational improvement or personal growth reasons, in business/secretarial or language/literature courses offered for credit or noncredit, on- or off-campus. Degree goals were less common among evening than day students, but educational levels and GPA's were higher. Information about the college was usually acquired through printed materials (the class schedule, community service announcements or college brochures), while proximity was the most important reason for enrolling at a specific college. Few evening students were less than 25 years of age; most had personal incomes in the highest category and worked full-time.

While variation among colleges in day or evening enrollment was substantial, differences lack meaning because they do not represent comparable variations in actual day or evening enrollment. Sampling bias or response rates for day or evening students varied among colleges (see Section VI, pp. 89-92).

Unit Loads

More than half of survey respondents (59%) were enrolled full-time for 12 or more units. As the bar graph below indicates, percentages for categories of part-time enrollment declined progressively with fewer units; 15% took 9 to 11 units, 13% 6 to 8, 12% 3 to 5, and 1% 2 or fewer units.

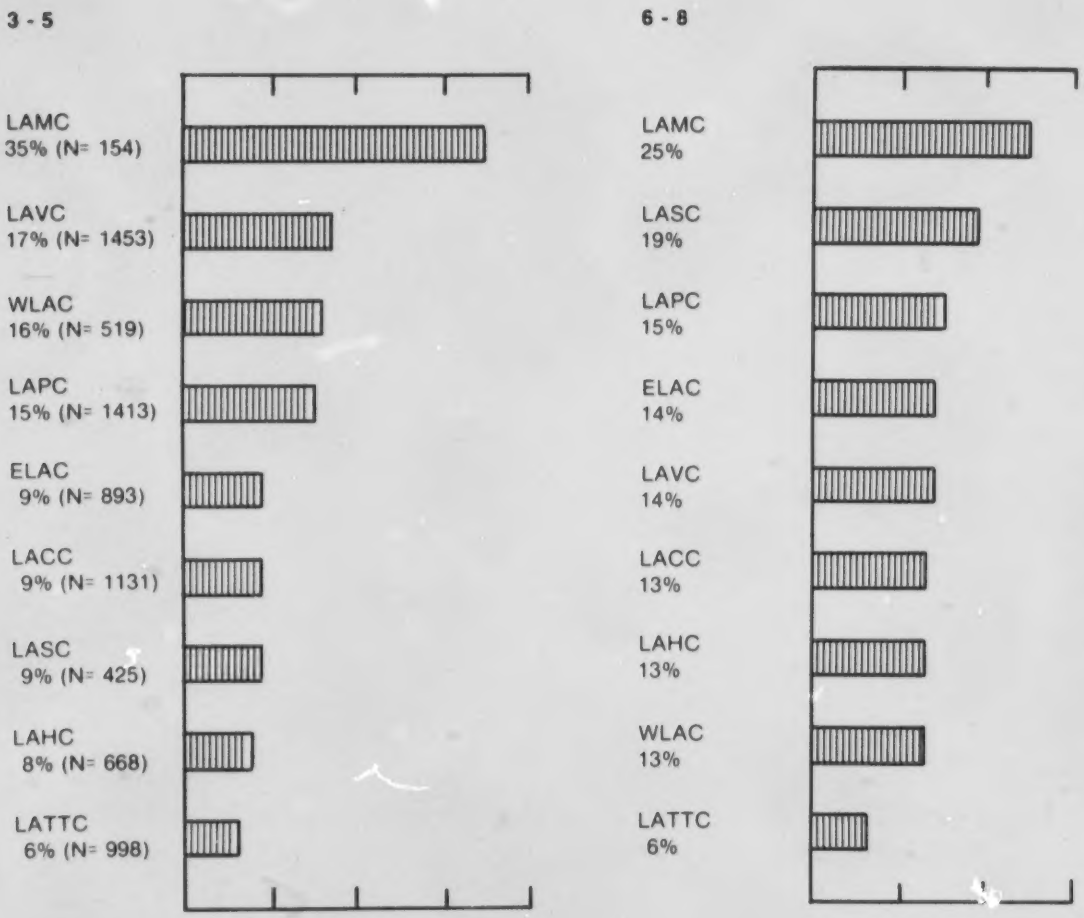
How many units are you taking this semester?



Full-time enrollments were similar for all survey years, while part-time proportions only varied for 1978 students more often taking 6 to 8 units than 9 to 11 units. The proportion of full-time students in actual enrollment, however, was much lower and declined from 30% in 1976 to 26% in 1980.

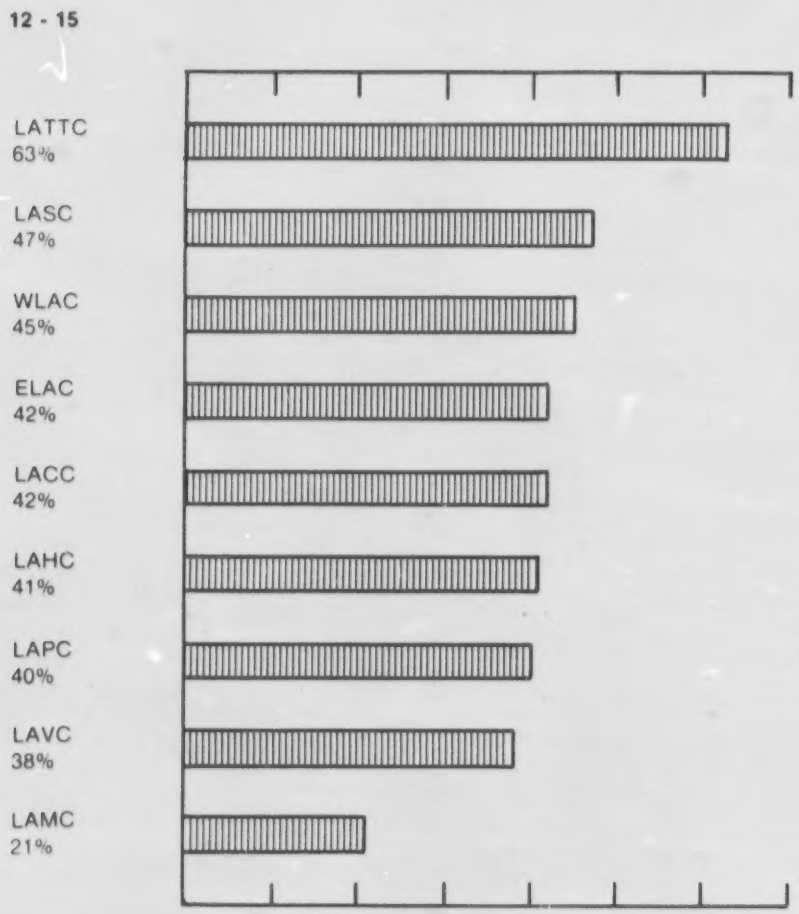
College survey samples varied substantially in unit loads. Variations are shown below and on the following two pages. The greatest difference, as might be expected, was for the lighter loads taken by Mission students.

HOW MANY UNITS ARE YOU TAKING THIS SEMESTER?

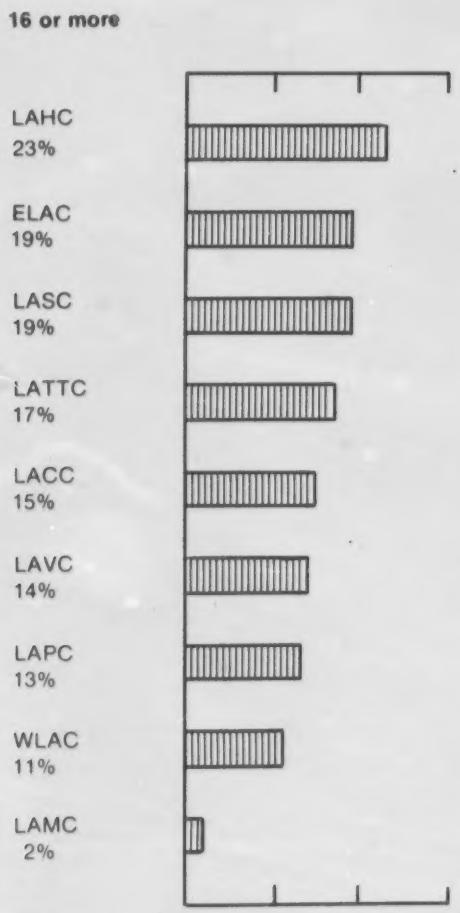


Actual Fall 1980 enrollment at Mission was 91% part-time. Full loads of 12 to 15 units were most common in the Trade-Tech sample (63%), while loads of 16 units or more were most often reported by Harbor students (23%).

While full-time loads were much more frequent in the sample than in actual enrollment districtwide, the rank order of actual proportions of full-time students among colleges was quite similar except for the City and Pierce samples. City ranked first in actual full-timers (31%) but fifth among samples; Pierce and Trade-Tech tied for second highest rank in actual full-time students (29%), but Pierce ranked seventh among college samples.



The characteristics of full-time students were quite similar to those of traditional college lower-classmen. Full-time more often than part-time students were under 20 years, enrolled for occupational preparatory or transfer purposes in daytime, credit classes on-campus; full-timers had typically planned to earn a baccalaureate degree, had taken college preparatory courses in high school, and had earned good grades. Fewer full-time than part-time students worked, were married, had high personal incomes, or commuted by car. Full-time enrollment was higher among minority than White students, a reflection of the higher part-time enrollment of more affluent, better educated Whites.

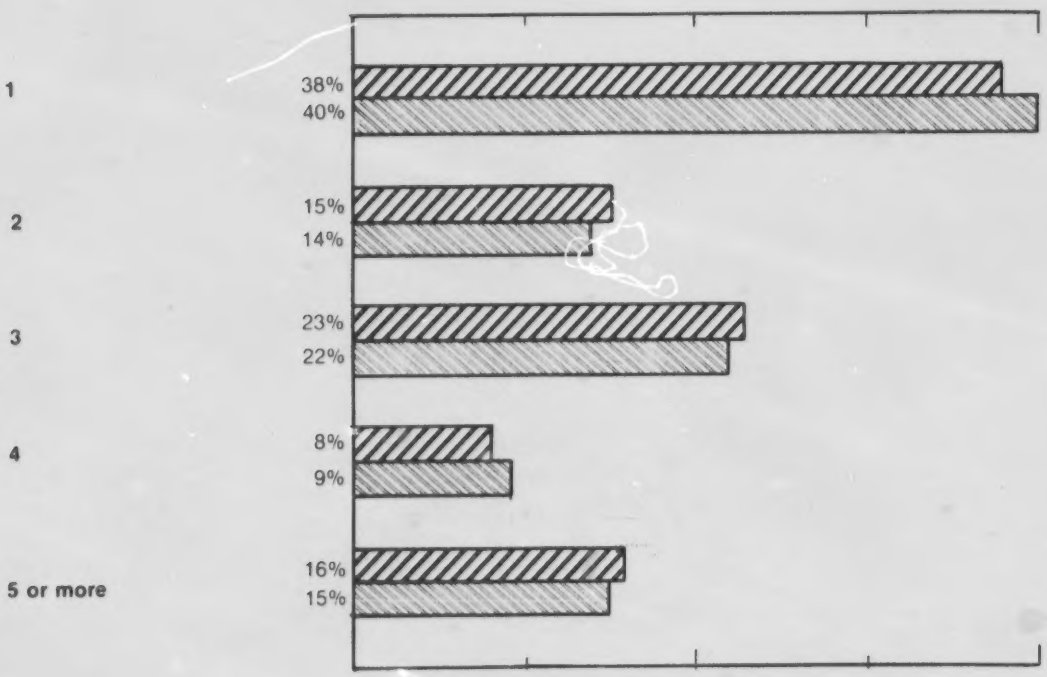


Number of Semesters Attended

The largest percentage of students sampled were enrolled in their first semester (38%) when the fall survey was taken. Fall semester influences were also apparent in the higher proportions of students in their third or fifth semesters than in their second or fourth semesters. Results are shown below.

The proportion of first-time students was comparable to that of the 1978 survey sample; the question was not asked in 1976. It was also similar to the actual Fall 1980 enrollment of first-time students (36%).

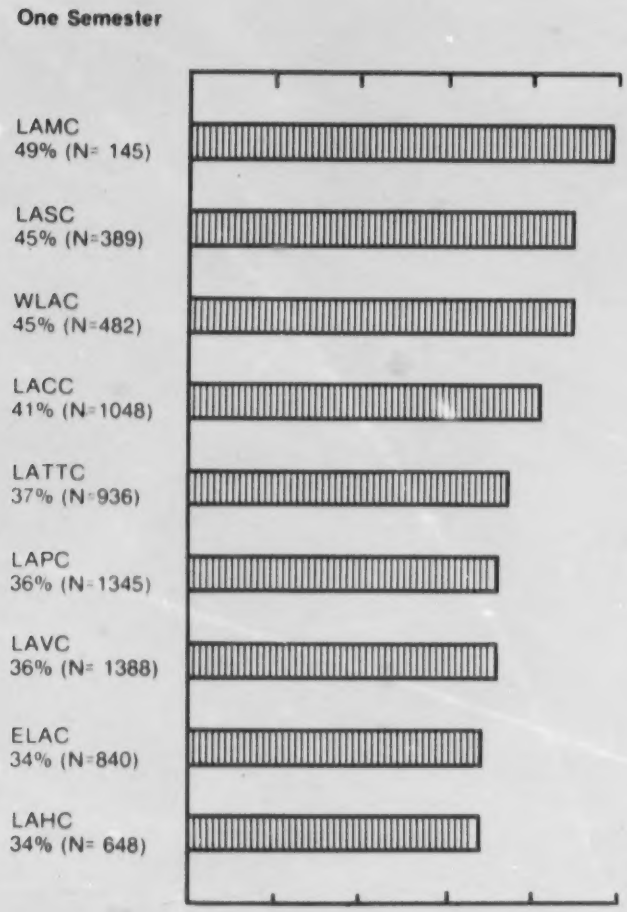
How many semesters including this one have you been at this college?



There were few differences in number of semesters attended by student or enrollment characteristics. First semester students were typically young; third semester students were more likely to be transfer-bound and enrolled full-time during the day. Students attending five or more semesters tended to be older, enrolled for personal interest part-time or in the evening, with full-time employment and high personal incomes.

As the graph below indicates, first-semester students were most common at Mission (49%) and above-average at Southwest and West (both 45%).

HOW MANY SEMESTERS INCLUDING THIS ONE HAVE YOU BEEN AT THIS COLLEGE?



SECTION IV: Evaluation of Services

SECTION IV: EVALUATION OF SERVICES

Districtwide Results

Survey respondents were asked to rate twelve college services they had used with a grade of A, B, C, D, or F. A grade point average (GPA) was then determined for each service. Results are shown in the table on the following page, along with those from the 1978 survey, the first time an evaluation of services was included.

It should be noted that evaluations represent widely varying rates of response for different services, since few students utilized services designed for special groups. Response rates varied from a high of 62% for libraries to a low of 5% for child development centers or handicap services.

As the table shows, college library services received the highest GPA (3.3), with teaching given a comparable rating (3.2); both were within the "B" GPA range. Remaining services were all given GPA's within the "C" range, with food services receiving the lowest GPA (2.3). Ratings were similar for both survey years.

Variations

Variations by student characteristics were typically general rather than specific to individual services. For example, "A" grades were given more often by older respondents, Blacks, those with less than a high school education, those with certificate or associate degree goals, and those who selected a particular college because of its reputation for good teaching than by other students. Lower grades were given more often by Whites, Asians, and students reporting a GPA under 2.0 than by other students. Above-average grades for financial aids and EOP&S were given by students using these services and/or who reported below-average parental support.

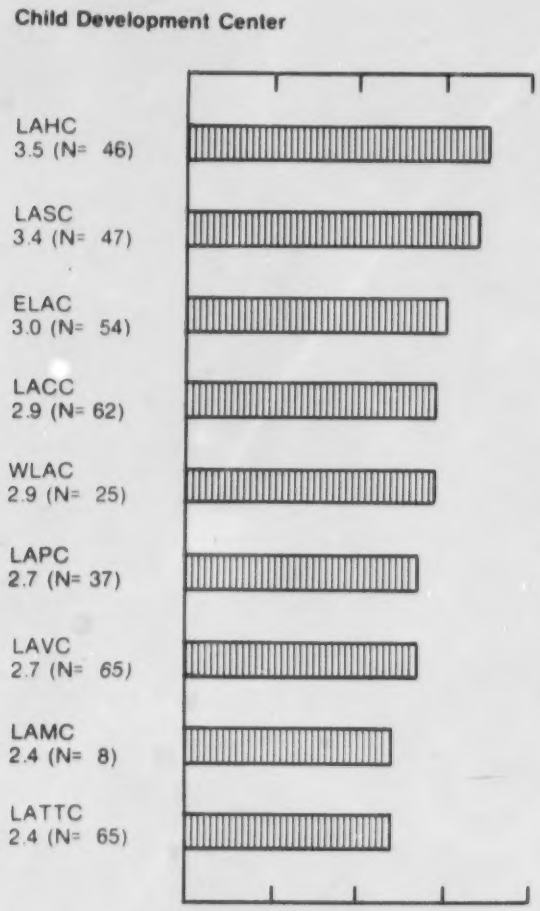
Table 1

STUDENT ASSIGNED GRADES FOR SERVICES

Services	1980							1978						
	Number Responding	Percentage Each Grade					GPA	Number Responding	Percentage Each Grade					GPA
		A	B	C	D	F			A	B	C	D	F	
Library	4,915	49	34	14	2	1	3.3	6,139	41	38	17	3	1	3.1
Teaching	3,979	39	46	13	1	1	3.2	8,209	38	46	15	1	0	3.2
Child Development Centers	409	46	22	19	3	10	2.9	1,044	40	26	25	4	5	2.9
Handicap Services	409	45	25	16	4	10	2.9	1,164	44	29	19	5	3	3.1
Job Placement	1,405	31	27	25	9	8	2.7	2,183	29	28	28	9	6	2.7
Veterans' Affairs	633	36	24	23	7	10	2.7	1,507	30	27	28	8	7	2.6
Admissions	5,351	22	34	31	8	5	2.6	6,745	19	37	31	9	4	2.6
Counseling	3,685	27	30	27	11	5	2.6	4,973	22	30	29	12	7	2.5
EOP&S	829	31	22	28	9	10	2.6	1,498	22	29	32	9	8	2.5
Health Services	769	28	31	26	7	8	2.6	1,532	25	28	32	8	7	2.6
Financial Aids	1,810	27	25	26	11	11	2.5	2,645	22	25	30	13	10	2.4
Food Services	4,076	13	29	39	12	7	2.3	5,127	11	28	37	14	10	2.2

Variation among colleges was considered substantial if a GPA difference of 1.0 or more was observed. Surprisingly, just three services differed to that extent: veteran's and health care services, and child development centers. Of these, veteran's and health services were only substantially different at Mission College, where response rates were less than 10% of the survey sample.

Differences among colleges in grade ratings for child development centers are illustrated below. Harbor and Southwest were somewhat above-average, while Mission (with very few students responding) and Trade-Tech (with a small Child Development program) were both below-average.



SECTION V: Student Characteristics

SECTION V: STUDENT CHARACTERISTICS

Age

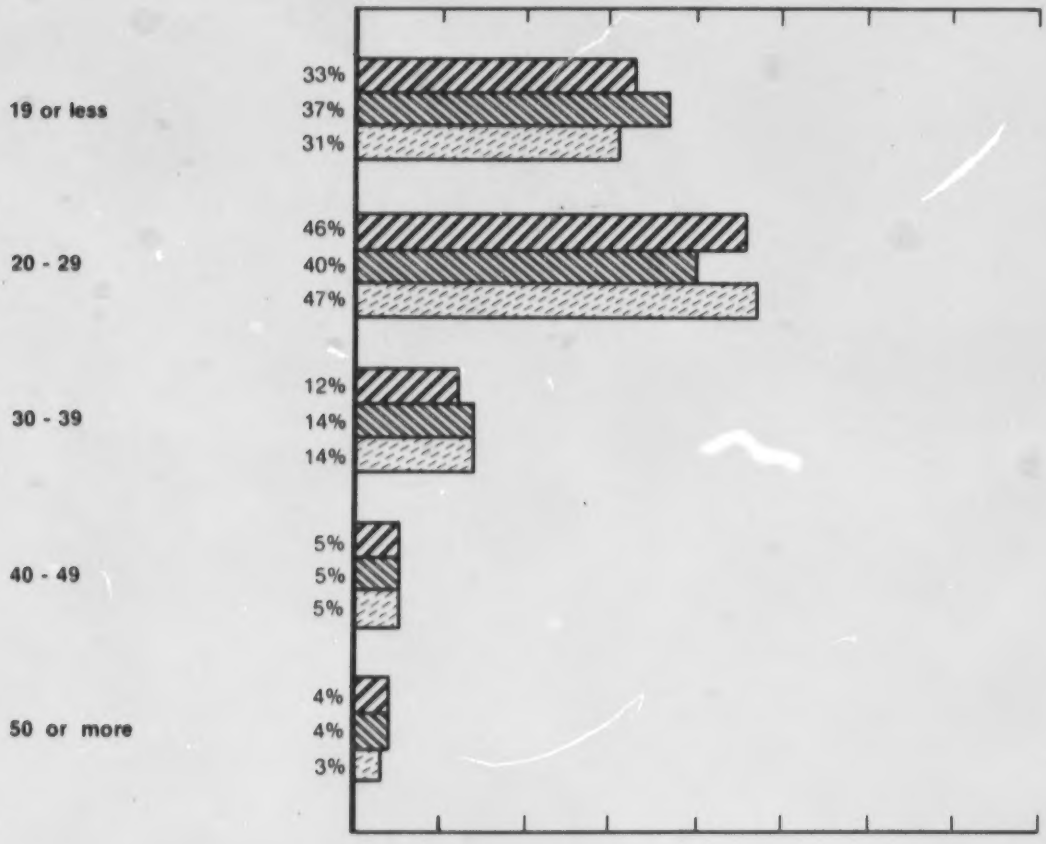
A third of respondents were under 20 years of age, and a 79% majority were under 30 years. As the graph opposite indicates, the distribution of ages among respondents was essentially consistent for the three survey years; 1978 respondents were somewhat younger than others.

The proportion of Fall 1980 respondents under 25 years was 67%, compared to 50% of Fall 1980 actual enrollment. The mean age, estimated from grouped data, was 24.7 years for the sample compared to 28.4 years for enrollment. While the sample overrepresented younger students enrolled in District colleges, the national sample of community college first-time, full-time freshmen responding to the CIRP survey was younger still. Eighty-nine percent of the national sample were under 20 years of age, compared to 78% for first-time, full-time freshmen in the District sample.

Responses to survey items often varied with age. Help in choosing a career and enrollment for transfer or occupational preparation diminished with age, while enrollment for occupational improvement or personal growth increased. Interest in credit courses, degree goals, full-time or day enrollment lessened with age, but educational levels, grades, workhours and incomes generally rose. As one would expect, single students were usually under 25 years, married students 25 years or more. The proximity of the college to home or work became more important with age.

Variation in age distributions among colleges were similar for the sample and actual enrollment. The proportion of students under 25 years was above-average at East, Pierce, and Harbor, and well below-average at Mission.

What is your age?

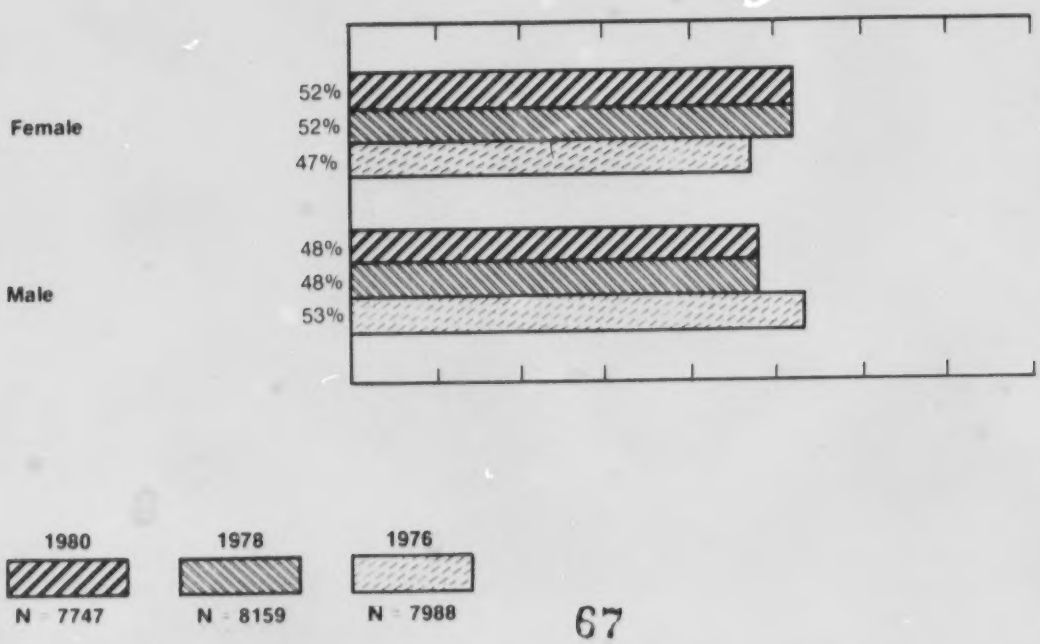


Sex

A slight, 52% majority of the Fall 1980 sample were women, consistent with the 1978 sample but up somewhat from 1976, as the graph below illustrates. The proportion of women in the 1980 sample is similar to that for actual Fall 1980 enrollment (54%), and also reflects actual increases in the enrollment of women since 1976.

Survey responses varied little by sex. Men were more often interested in mathematics, the sciences, trades or technical subjects than women, who were more interested in child care services than men. Men were majorities among Asian, Filipino, Hispanic and Pacific Islander students, while among Blacks and Whites, women outnumbered men.

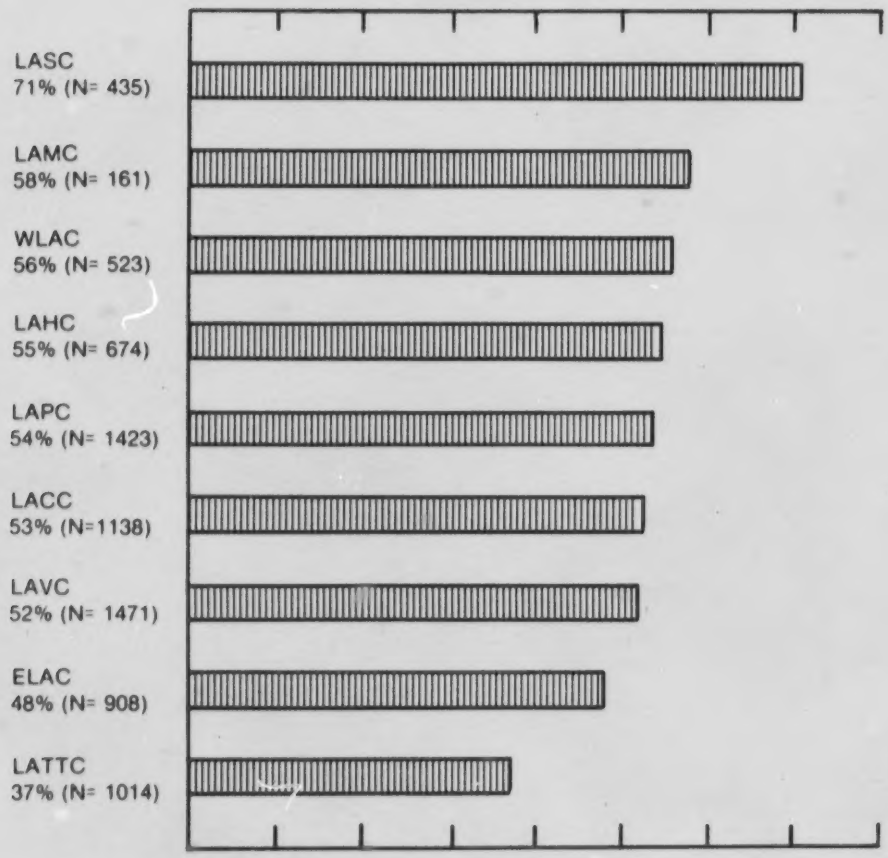
What is your sex?



Variation among colleges was generally consistent with enrollment trends. Southwest and Mission had the highest proportions of women for both the sample and in actual enrollment, although Mission, not Southwest as the graph below indicates, enrolled the highest proportion of women in Fall 1980. Trade-Tech, with its emphasis on applied vocational programs, was lowest in the proportion of women, at 37% for both the sample and actual enrollment.

WHAT IS YOUR SEX?

Female

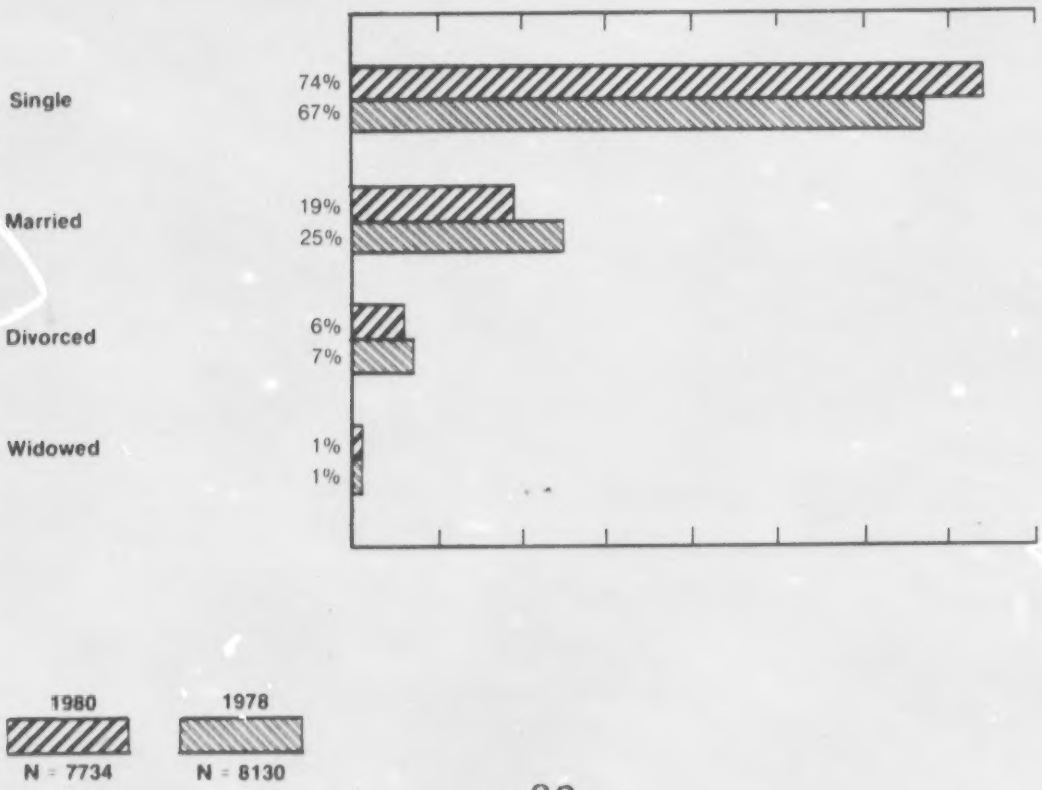


Marital Status

Nearly three-fourths of survey respondents were single and almost a fifth were married, leaving very small percentages who were divorced or widowed. As the graph below indicates, the proportion of single students increased in 1980 over 1978, while that of married students decreased.

Controlling for first-time, full-time freshmen in the sample, 94% were single, slightly below the 97% reported by comparable students responding to the national CIRP survey.

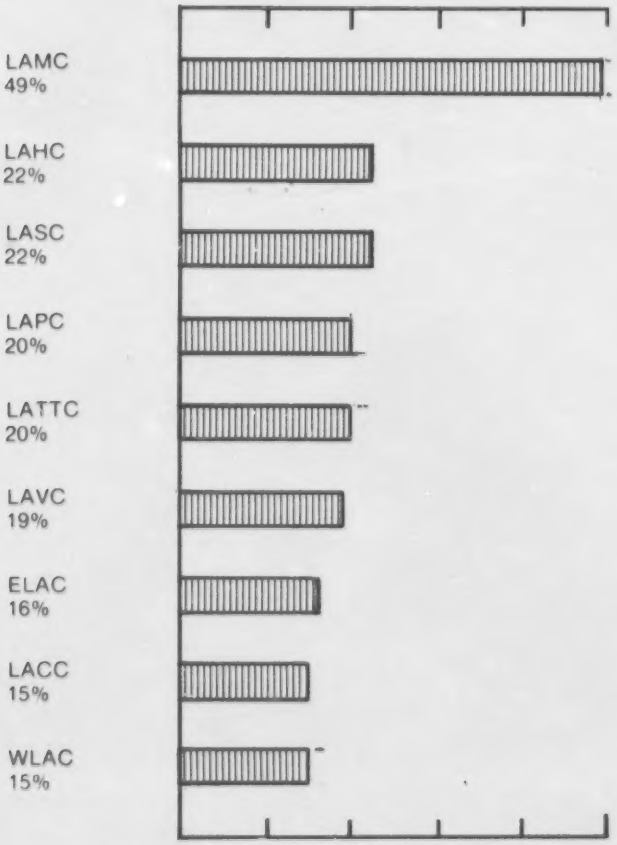
What is your marital status?



Marital status varied conspicuously with age; younger students were most often single, with marriage, divorce, and widowhood becoming more common with age. Other variations appear to be age-related. Single students, for example, were more often than others recent high school graduates planning to earn a baccalaureate degree, enrolling full-time on campus during the day in transfer or career programs, and working part-time.

The notable variation among colleges was Mission, where the student body is older and the proportion of married students more than twice that at any other campus, as the graph below illustrates. The proportion of single students at Mission was conversely low.

MARRIED



Ethnicity

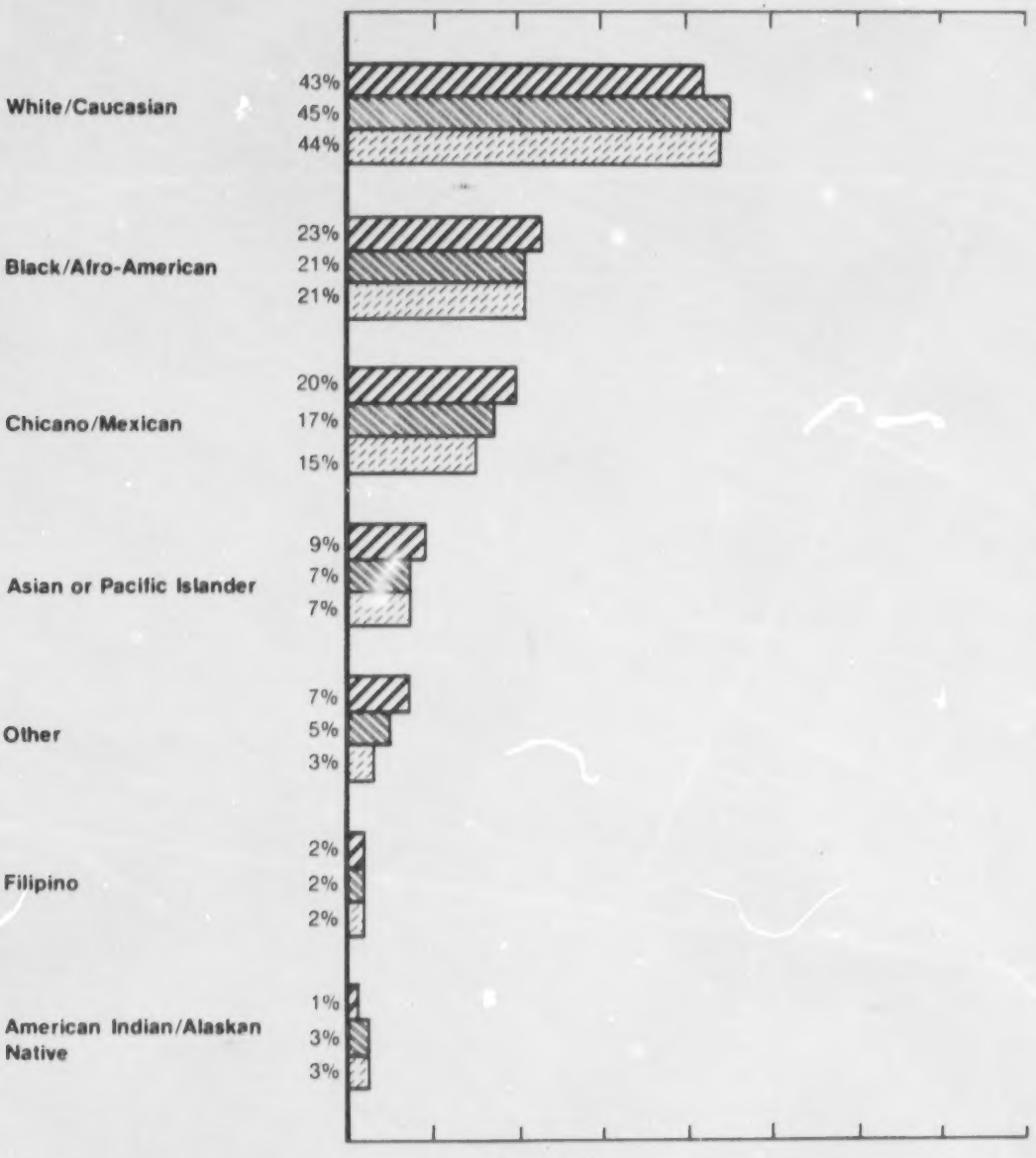
A plurality of respondents were White (43%), with the next largest group Blacks (23%), followed by Hispanics (15%) and Asians (9%). Ethnic distributions were similar for each survey year, as the graph opposite indicates.

While Whites were overrepresented and minorities (particularly Hispanics) underrepresented in the sample compared to actual Fall 1980 enrollment, the rank order of proportions was the same. Survey respondents more often reported an "other" ethnic identity than enrolling students, which may have influenced the lower minority response in the sample. Whites were 37% of first-time, full-time freshmen responding to the survey, a much lower proportion than the 86% reported by comparable CIRP respondents nationwide, or the 72% of Fall 1979 community college enrollment statewide.

Although there was generally little variation in survey responses by ethnic identity, an important difference was the higher parental or personal income of Whites than of all minority groups. Whites and Asians reported higher educational levels and degree aspirations, and were more often than others enrolled for transfer purposes. Occupational preparation was most important to Blacks and Hispanics, with Blacks preferring business/secretarial subjects and Hispanics trade or technical subjects. Arts/humanities or social/behavioral sciences were frequent subject interests among Whites, who also enrolled in courses for personal growth or interest more often than students from other ethnic groups.

Wide variation in ethnicity among colleges reflects campus locations and actual enrollment patterns. The rank order of proportions in each of the ethnic groups illustrated in the following graphs closely parallels that of

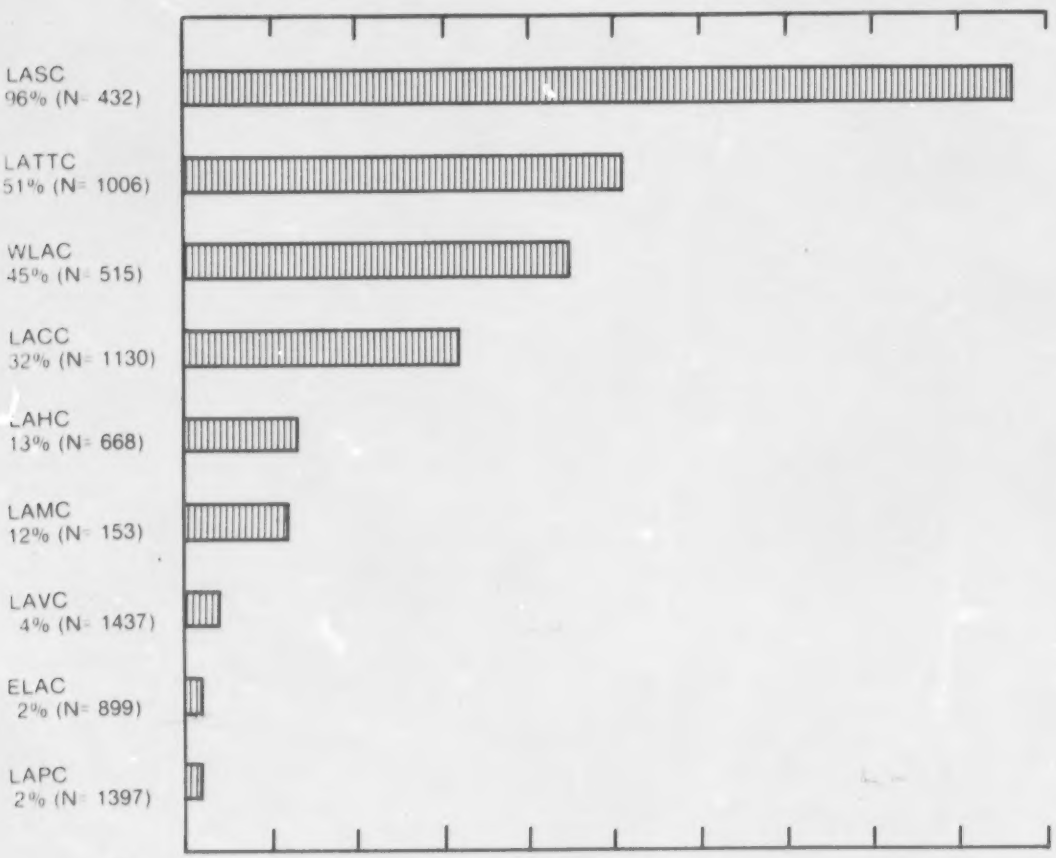
Which of the following best describes your racial or ethnic background?



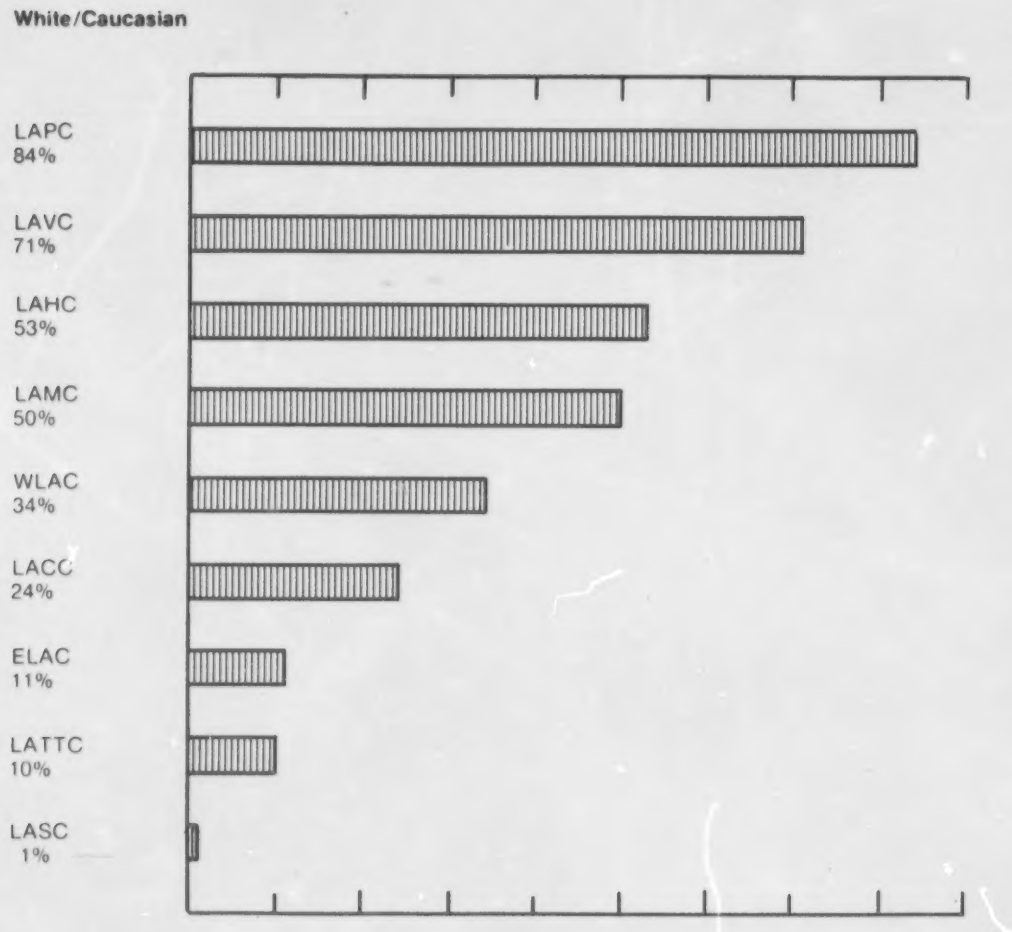
actual enrollment, except for Asians, who ranked highest in actual proportion of enrollment at City, followed by Harbor and East.

The graph below shows the greatest contrast in the ethnicity of respondents among colleges, with those from Southwest virtually all Black (95%) and those from East, Valley, and Pierce less than 5% Black.

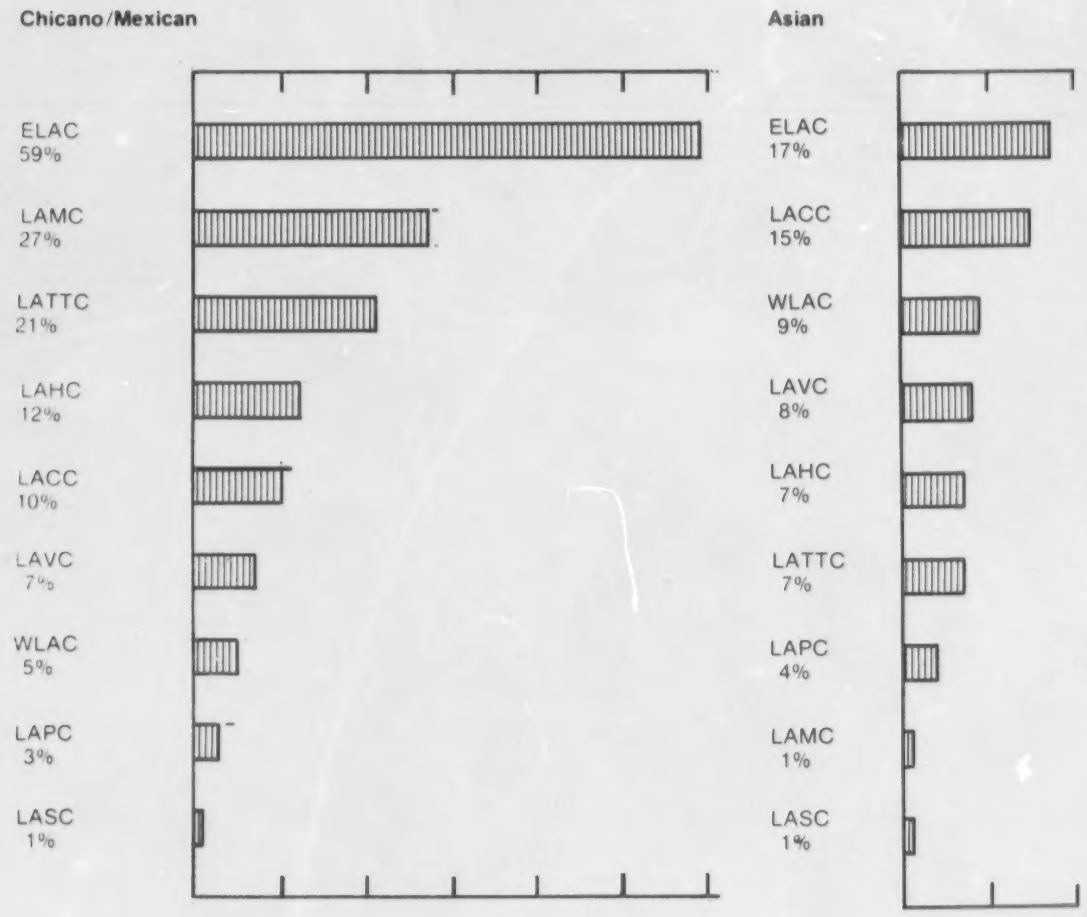
WHICH OF THE FOLLOWING BEST DESCRIBES YOUR RACIAL OR ETHNIC BACKGROUND?



Contrasts in ethnicity among colleges were nearly as great for proportions of Whites as for Blacks, with Pierce and Valley far above-average, East and Trade-Tech well below-average, and Southwest with just 1% White response, as the graph below illustrates.



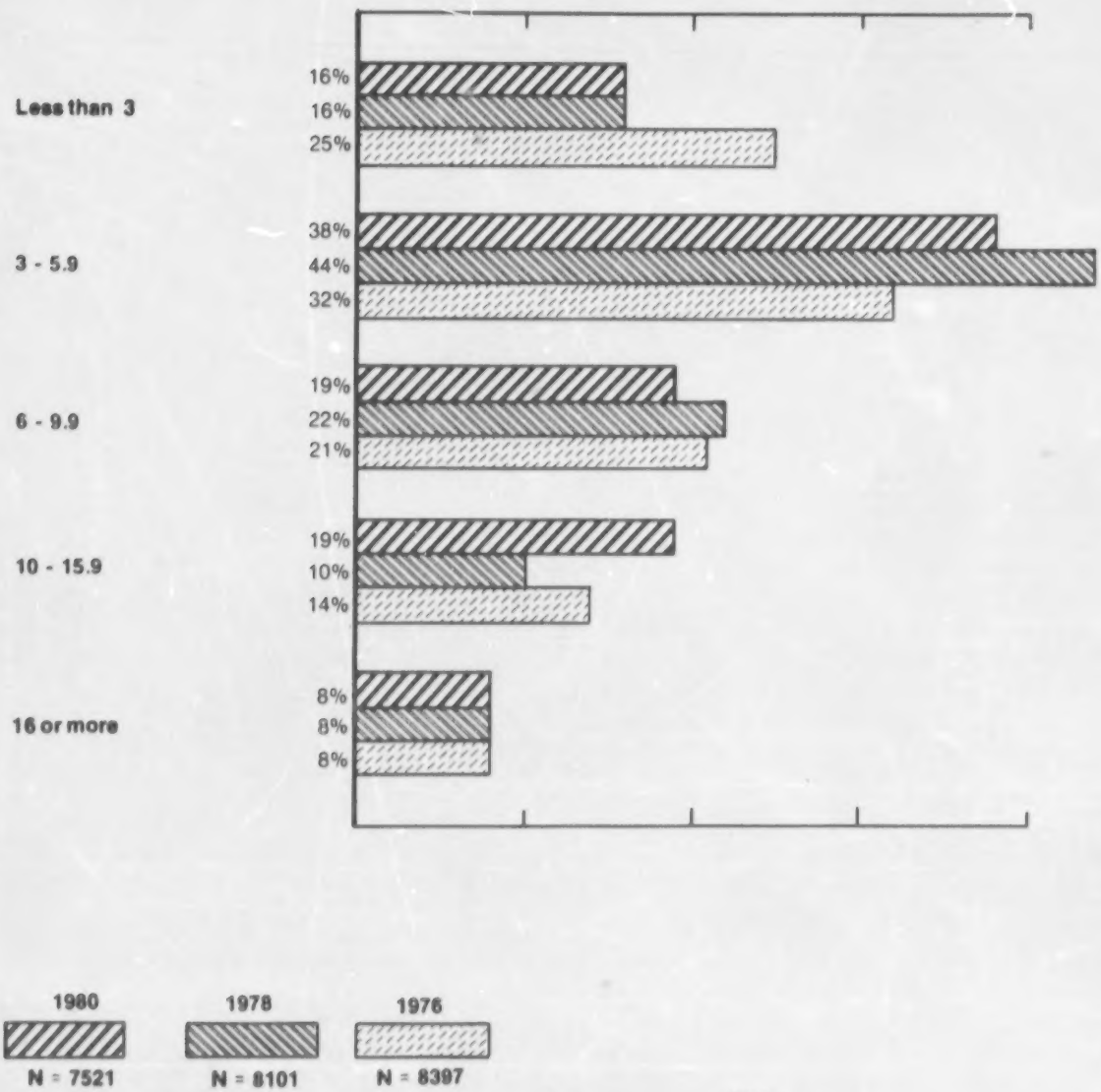
The graphs below show variations among colleges for the smaller proportions of Hispanics and of Asians. While East had a majority of Hispanic respondents, Mission also had more than a fourth. Hispanic representation was lowest at Southwest with just 1%, but less than 10% also at Pierce, West, and Valley. Asian response was highest at East and City, and negligible at Pierce, Mission, or Southwest.



Commuting Distance

A majority of respondents (54%) lived within six miles of campus; a small proportion (8%) travelled more than 15 miles. While commuting distances varied among survey years, as the table below indicates, no consistent trend or pattern of change occurred.

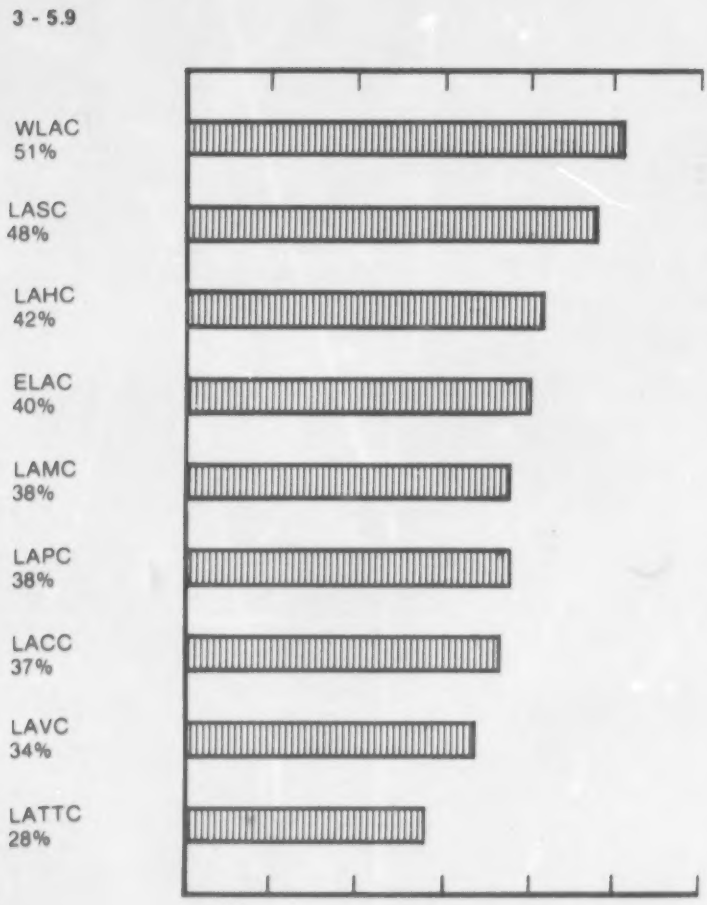
How many miles do you live from campus?



From 3 to 6 miles was the most commonly reported commuting distance for each of the three survey years. As the graph below illustrates, students at West and Southwest most often reported distances within this range, while Trade-Tech students least often did so. Proportions of students from other colleges commuting 3 to 6 miles were near the districtwide average of 38%.

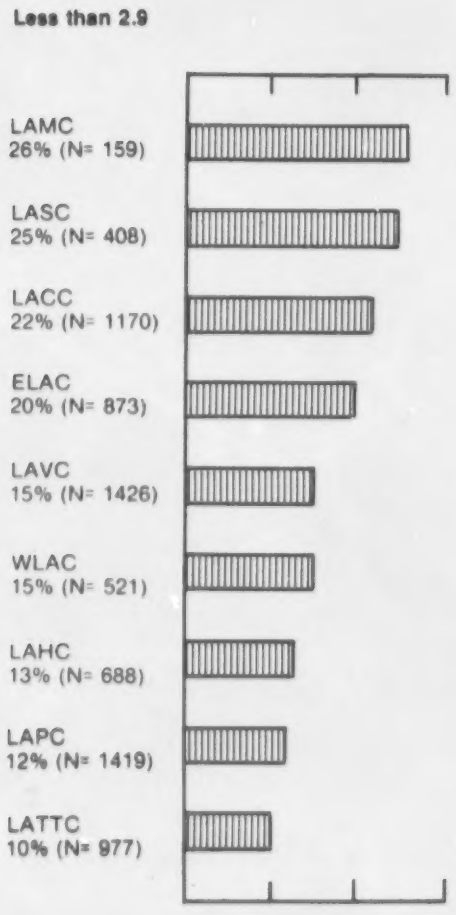
The graphs opposite show variations among colleges in the low and high ranges of distance students live from campus. Mission and Southwest students most often commuted fewer than 3 miles, while Trade-Tech students least often did so.

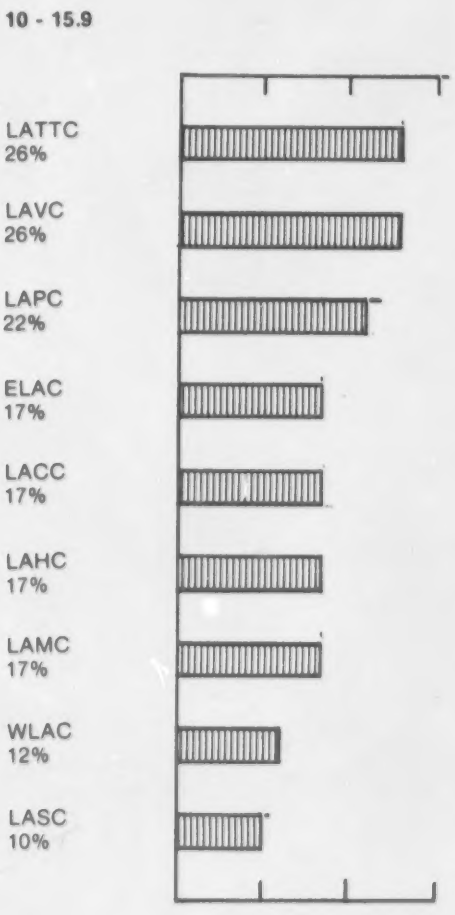
HOW MANY MILES DO YOU LIVE FROM CAMPUS?



Trade-Tech and Valley drew the highest proportions of students living between 10 and 16 miles of campus; Southwest and West drew the lowest proportions.

As one would expect, students living within 6 miles of campus more often than others enrolled at the college because it was close to home; these students were more likely than others to enroll part-time or in the evening, or to walk or bicycle to campus. Students commuting 10 or more miles were above-average in their interest in trade or technical subjects, certificate goals, and the selection of a college for its reputation.

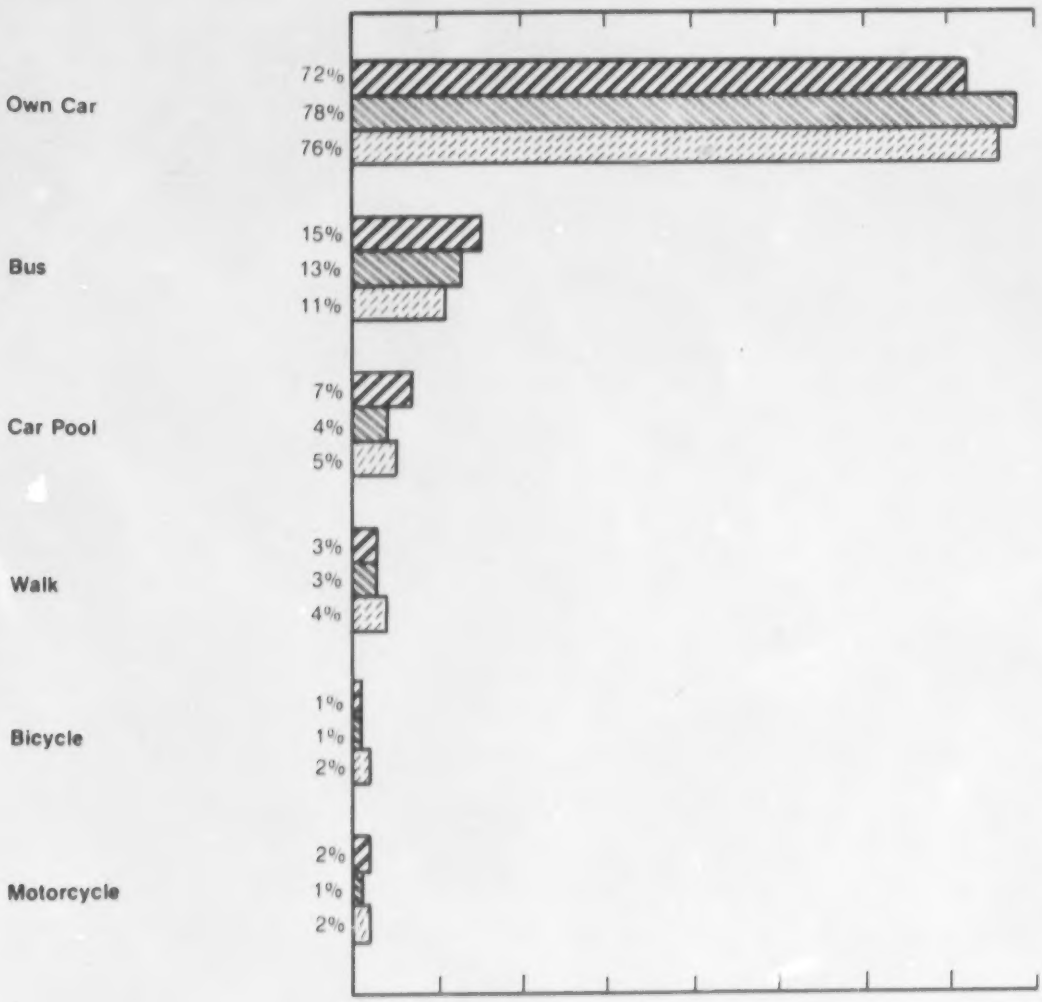




Transportation Modes

Most students continued to commute by car, as the graph below indicates. However, car use has declined somewhat since 1976, while bus ridership and car pooling have had a corresponding, modest growth.

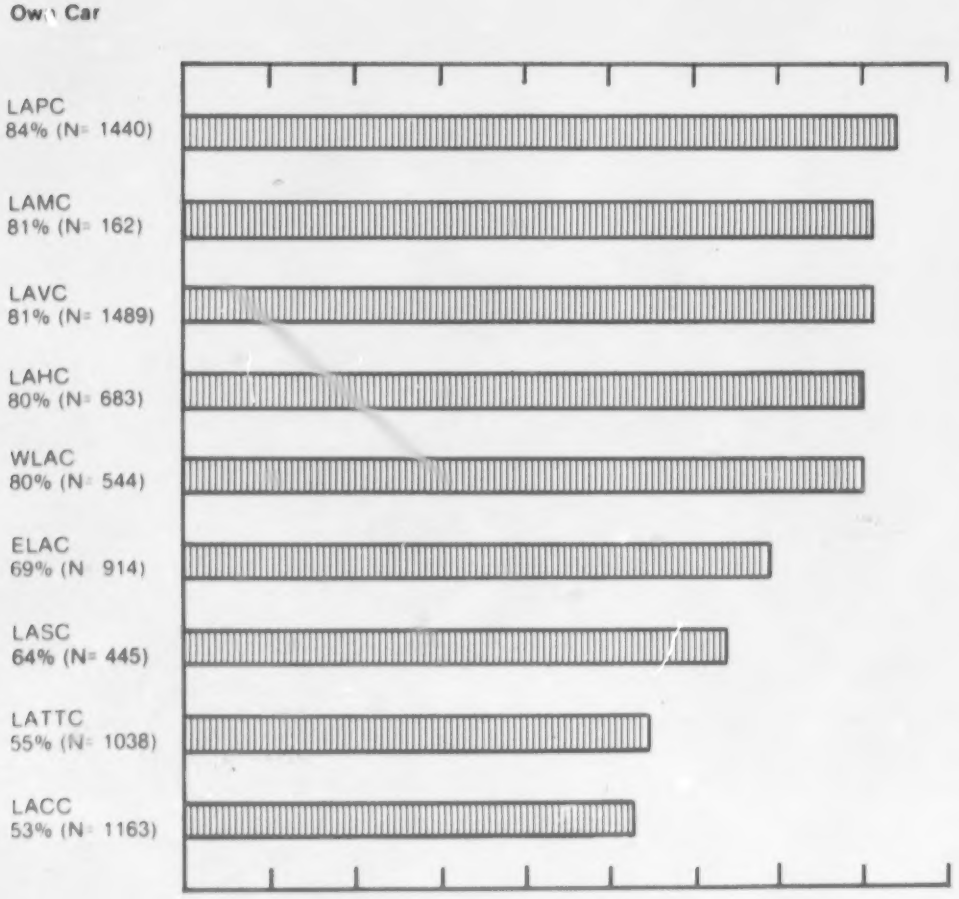
How do you usually get to the college?



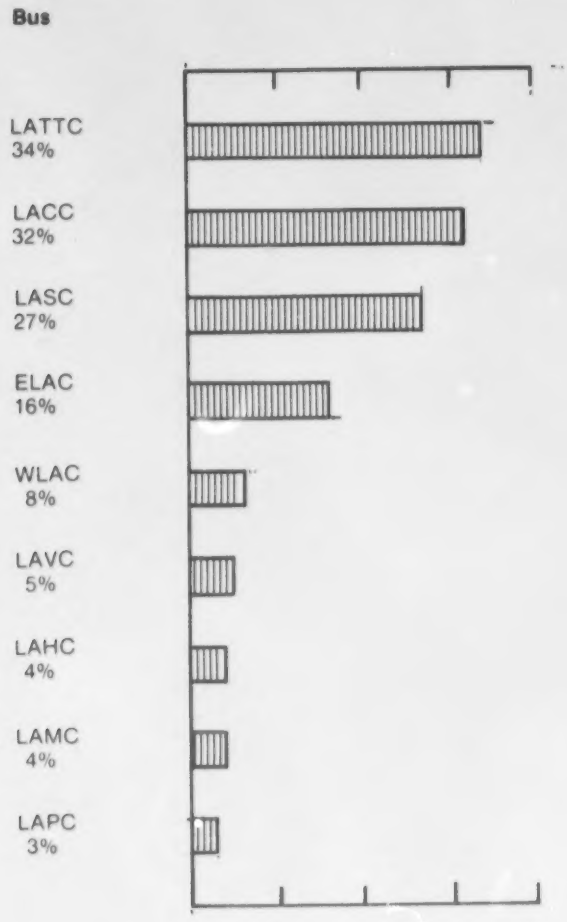
The graphs below and on the following page illustrate that as proportions of car users diminish among colleges, those of bus riders increase. Car use was lowest at City, Trade-Tech, Southwest and East, the same inner-city colleges which had above-average proportions of bus commuters.

While most students commuted by car, its use was most frequent among older, better educated, more affluent students enrolling part-time or in the evening. Other forms of transportation were most often used by full-time day students who were either not working or working only part-time.

HOW DO YOU USUALLY GET TO THE COLLEGE?



Use of the bus was more common among occupational preparatory than other students, while bicycles or motorcycles were most popular among transfer-bound students.



Employment

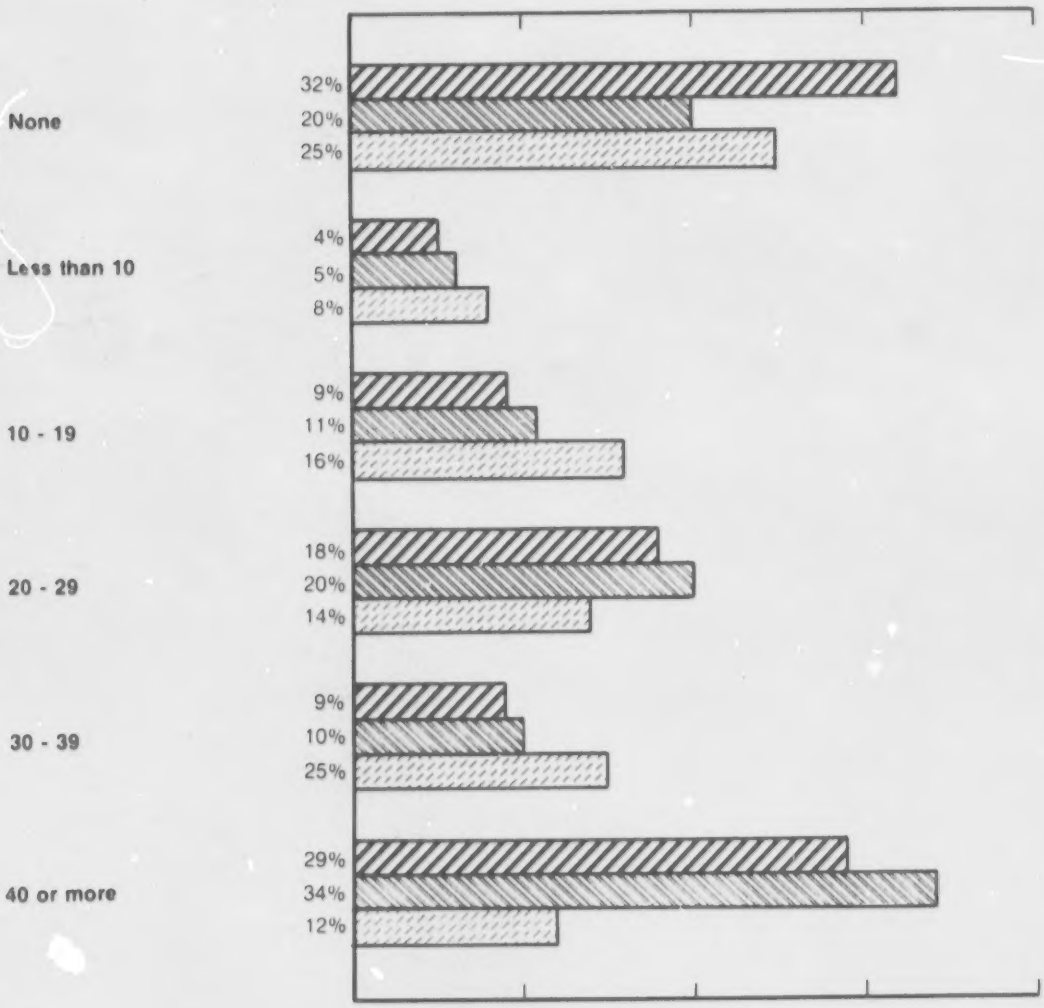
The graph on the following page presents data on the number of hours students work while attending District colleges. While most students work full- or part-time, a record 32% of 1980 survey respondents did not work. However, nearly as many students (29%) worked 40 hours per week or more. The remainder worked part-time (40%), most often 20 hours/week or more. The proportion of students not employed was much higher for the 1980 sample than for earlier samples; other patterns of work were similar for each of the biennial survey years.

First-time, full-time freshman respondents were more often not employed than others, at 46% compared to 32%, but less often than comparable CIRP national survey respondents (67%).

Employment patterns varied by a number of student characteristics. Those not working at all were more often than others under 20, single, enrolled full-time during the day in occupational preparatory programs, and/or below-average in parental or personal income. Part-time workers were also younger and more often single than full-time workers. Students working part-time more often than others enrolled for transfer or baccalaureate degree purposes, had some college but no degree, and reported middle-range parental or personal income. Full-time workers enrolled for occupational improvement or personal growth were interested in business or trades subjects, already had an associate or higher degree, were 25 years of age or more, married, and enrolled part-time in evening or outreach classes more often than other students.

Work patterns also varied somewhat among colleges. No employment was most

How many paid hours per week do you work?



1980 N = 7952

1978 N = 7197

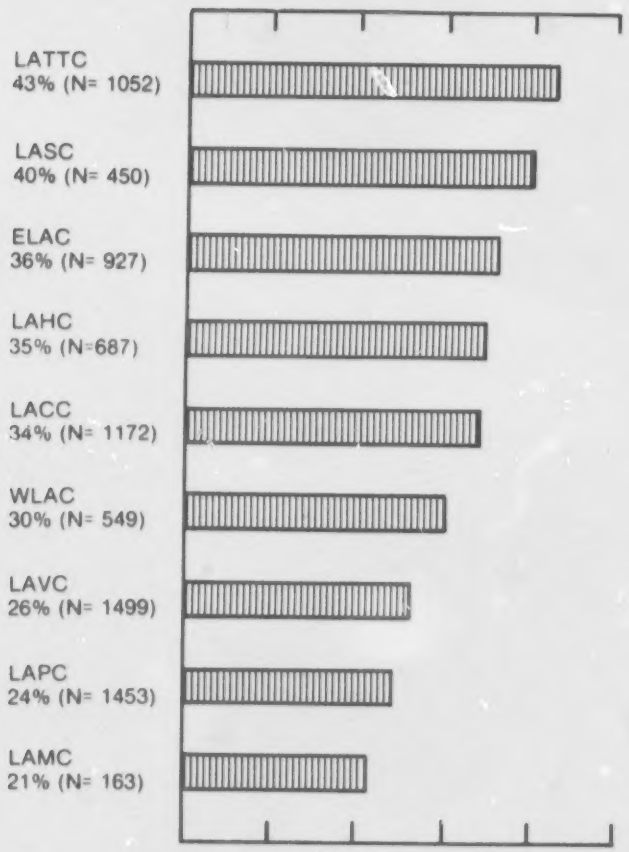
1976 N = 8357

83

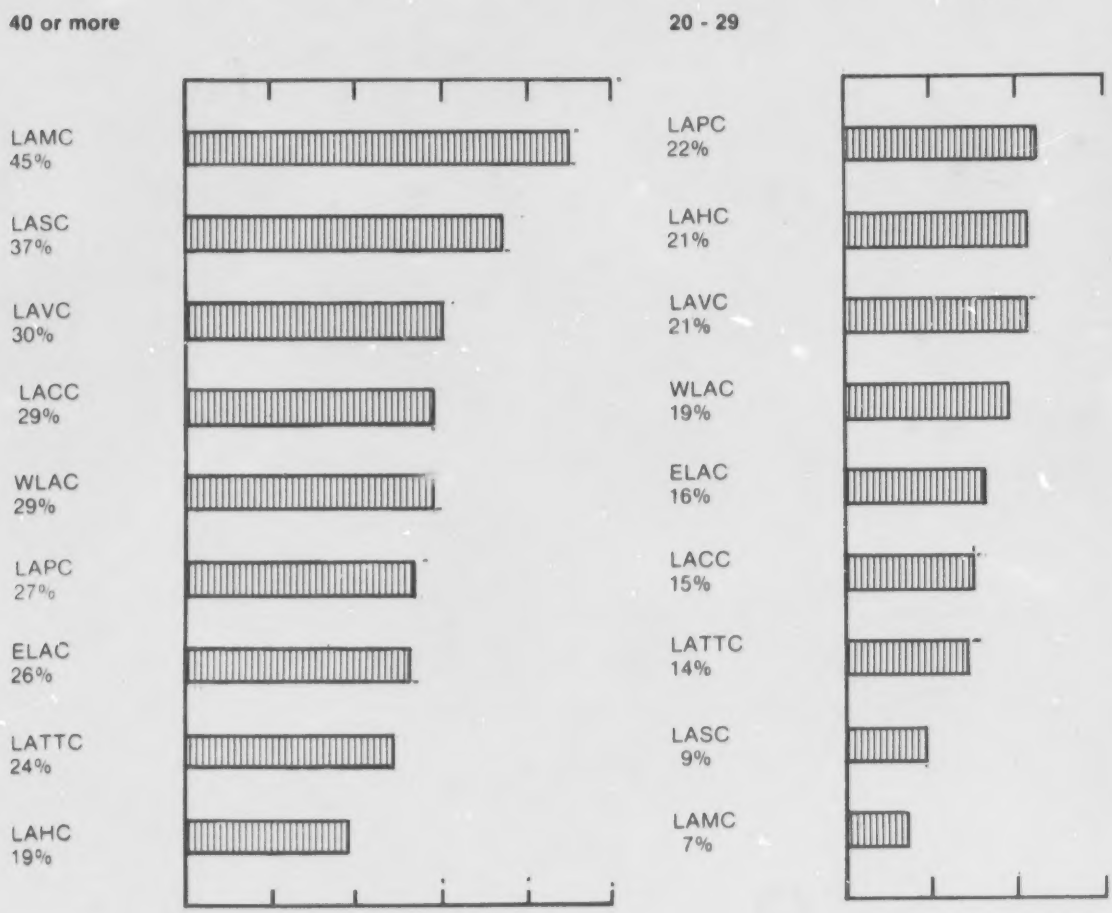
common at Trade-Tech and Southwest, and least often reported by Pierce and Mission respondents, as the graph below illustrates. The graphs on the following page show variations among colleges for full-time employment and for the most frequent hours worked part-time, 20 to 30 per week.

HOW MANY PAID HOURS PER WEEK DO YOU WORK?

None



The proportion of full-time workers was well above-average among Mission and Southwest respondents, and below-average among those from Harbor. A 20 to 30 hour/week part-time job was reported most often by Pierce, Harbor and Valley students, while Southwest and Mission students seldom reported such part-time work.



Parental Income

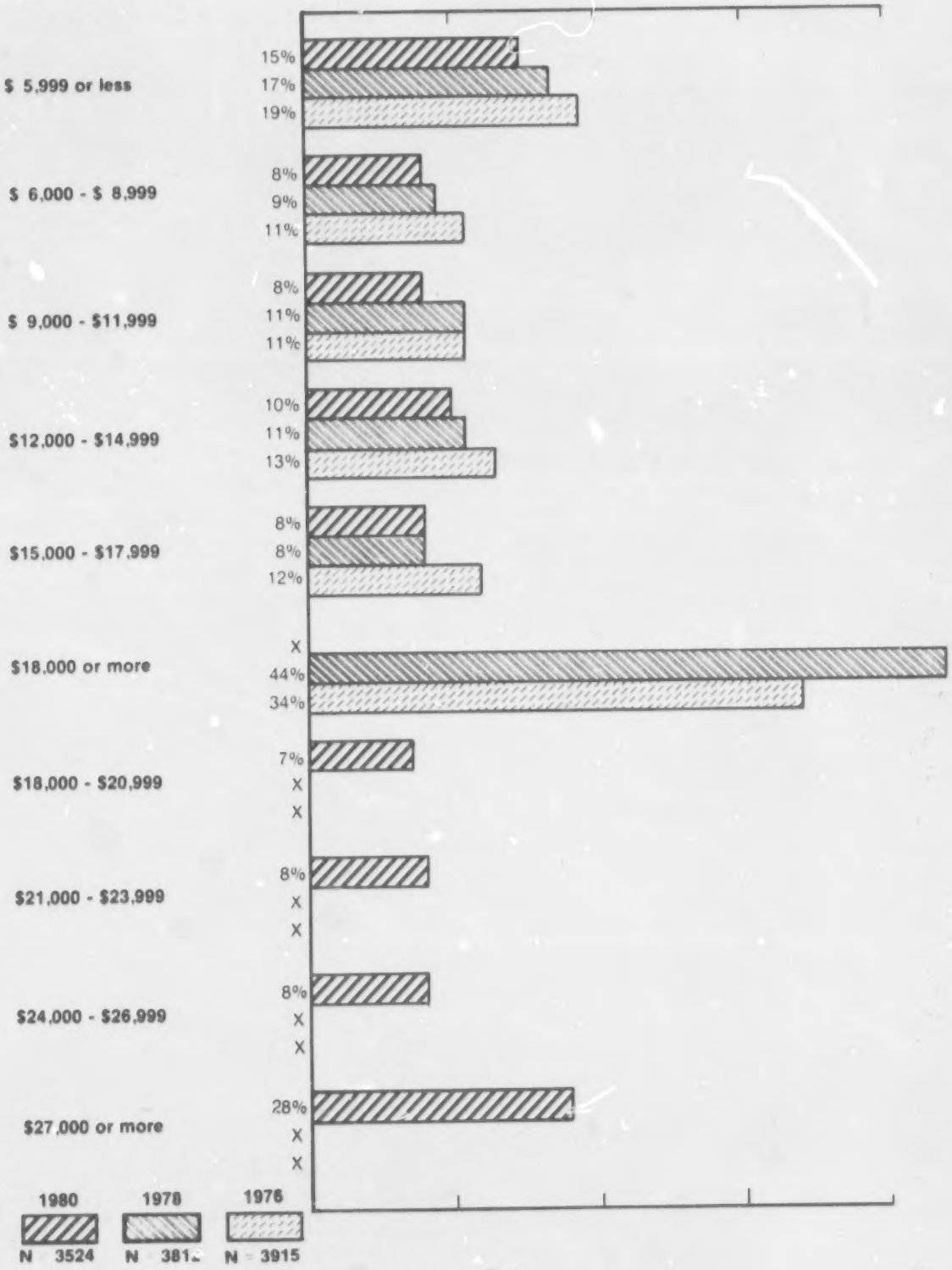
The graph on the following page shows parental income reported by dependent students responding to income categories given in each biennial survey. The effects of inflation are apparent in the lower proportions of 1980 than of 1978 or 1976 respondents reporting incomes under $18,000. When 1980 income categories of $18,000 or higher are combined, 51% of respondents estimated parental income as $18,000 or higher, compared to 44% in 1978 and 34% in 1976. More than a fourth of the 1980 sample (28%) gave their parent's income as $27,000 or more.

First-time, full-time freshmen in the 1980 District sample were less affluent than those responding to the 1980 CIRP survey; 56% reported parental incomes of $15,000 or higher, compared to 65% of the national sample.

As one would expect, most dependent students reporting parental income were under 25 years of age (91%). Students reporting incomes in the lower categories under $15,000 more often than others enrolled for occupational preparation, basic skills or general education, and planned to earn a certificate or associate degree. Lower-income students were more likely than others to have not completed high school, to not work, to commute by bus, and/or to report an interest in child care services. Students with parental incomes equal to or higher than $27,000 more often than others were working toward transfer and a baccalaureate degree; they were frequently under 20 years, White, freshmen, and employed part-time.

Parental income varied among colleges. Students attending inner-city schools tended to be lower in income than those at suburban schools.

Please estimate your parents' annual income. (answer only if you live with your parents)



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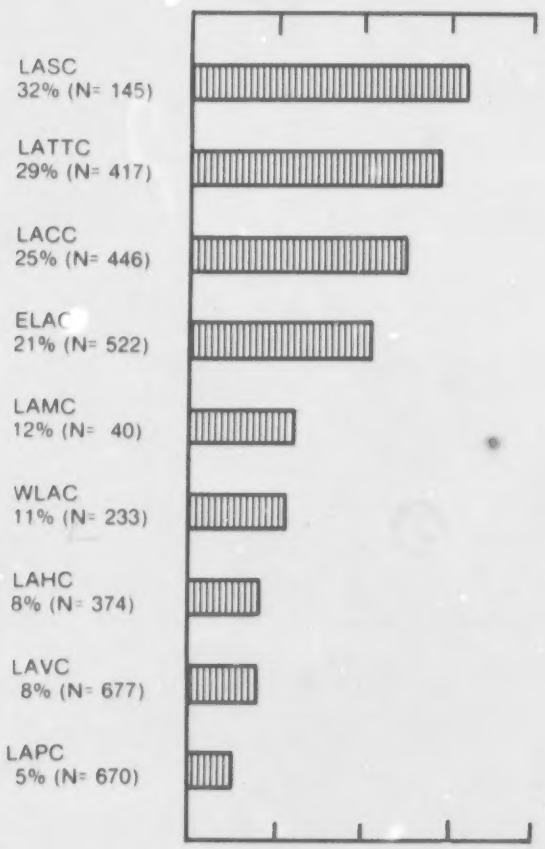
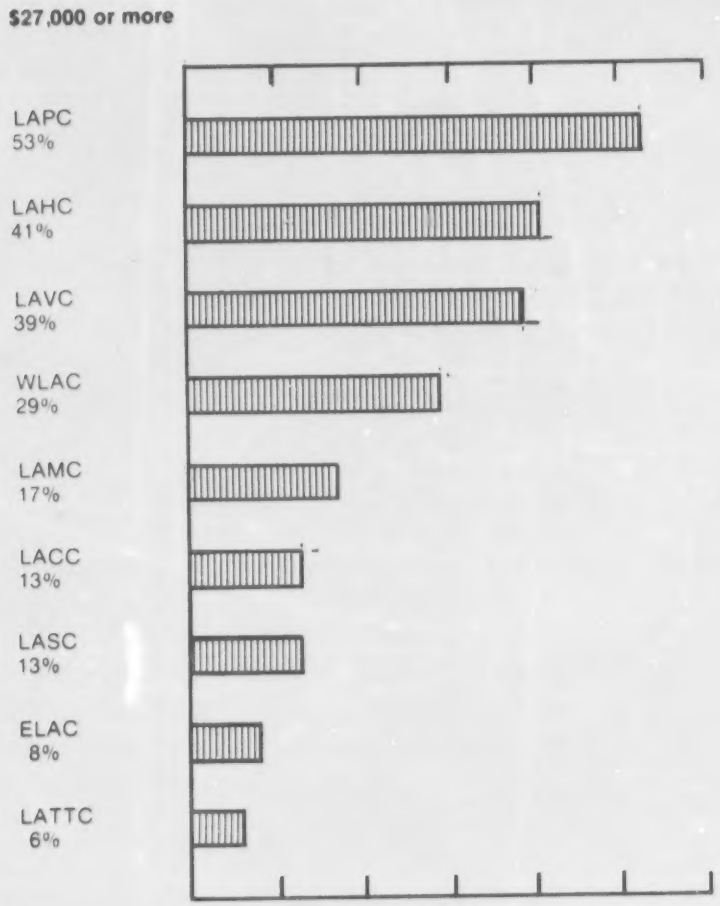
The graphs below and on the following page illustrate these variations. Parental incomes under $6,000 were well above-average at Southwest, Trade-Tech, City, and East, and below-average at Pierce, Valley, and Harbor.

PLEASE ESTIMATE YOUR PARENTS' ANNUAL INCOME. (Answer only if you live with your parents).

$ 5,999 or less



Conversely, students at Pierce, Valley, and Harbor reported parental incomes of $27,000 or higher much more often than average, while students at Trade-Tech, East, Southwest and City did so much less often than average.

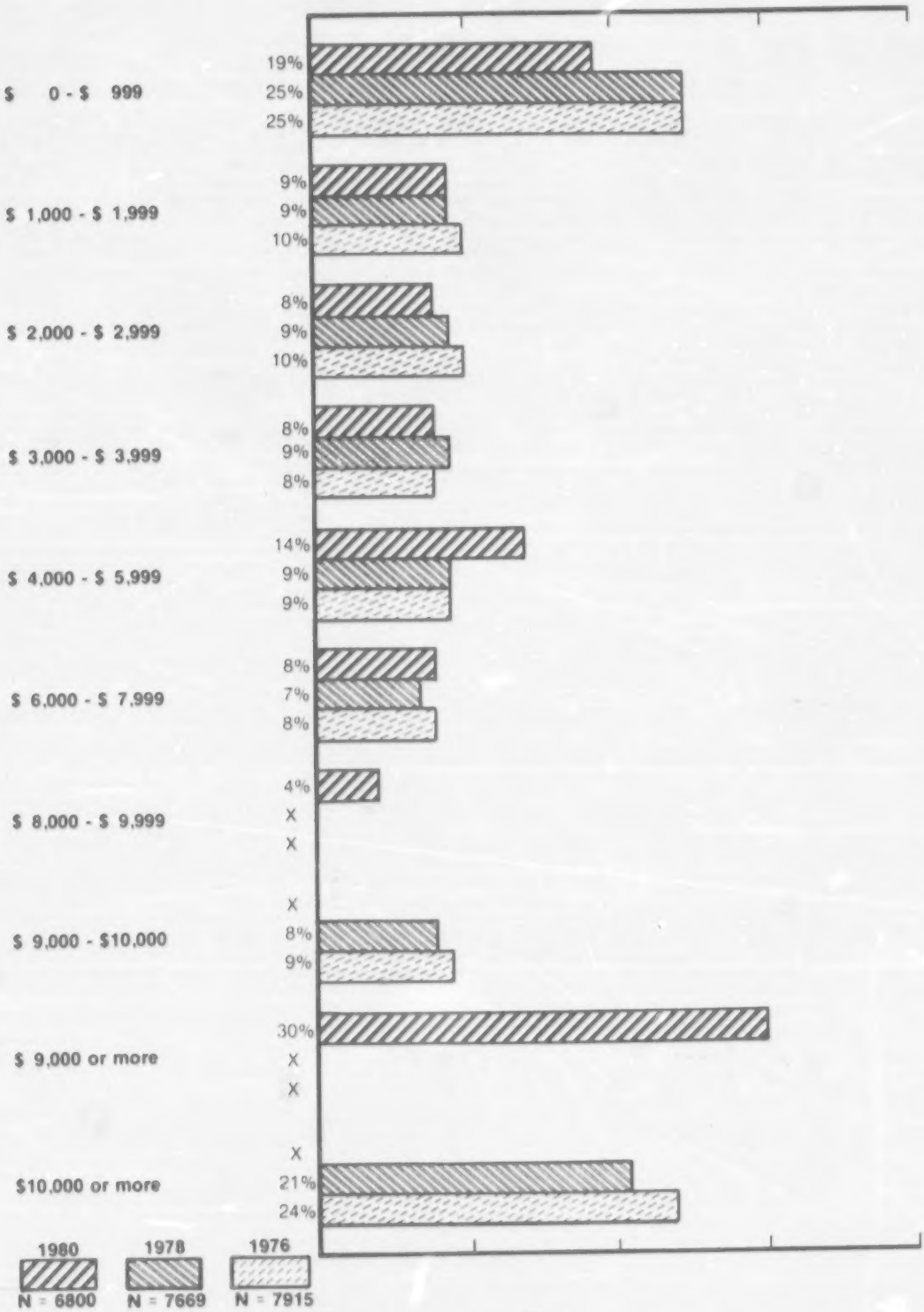


Personal Income

The graph on the following page presents annual personal income levels of survey respondents for 1980, 1978, and 1976. Fall 1980 students reported incomes of $9,000 most often (30%), followed by incomes under $1,000 (19%) and incomes of from $4,000 to $5,000 (14%). Incomes under $1,000 were less often reported by 1980 than earlier respondents, while $4,000 to $5,000 incomes were more often reported; other responses were similar. When income categories are combined, 1978 and 1976 incomes of $9,000 or more nearly match that for 1980 (1976, 33%; 1978, 29%; 1980, 30%).

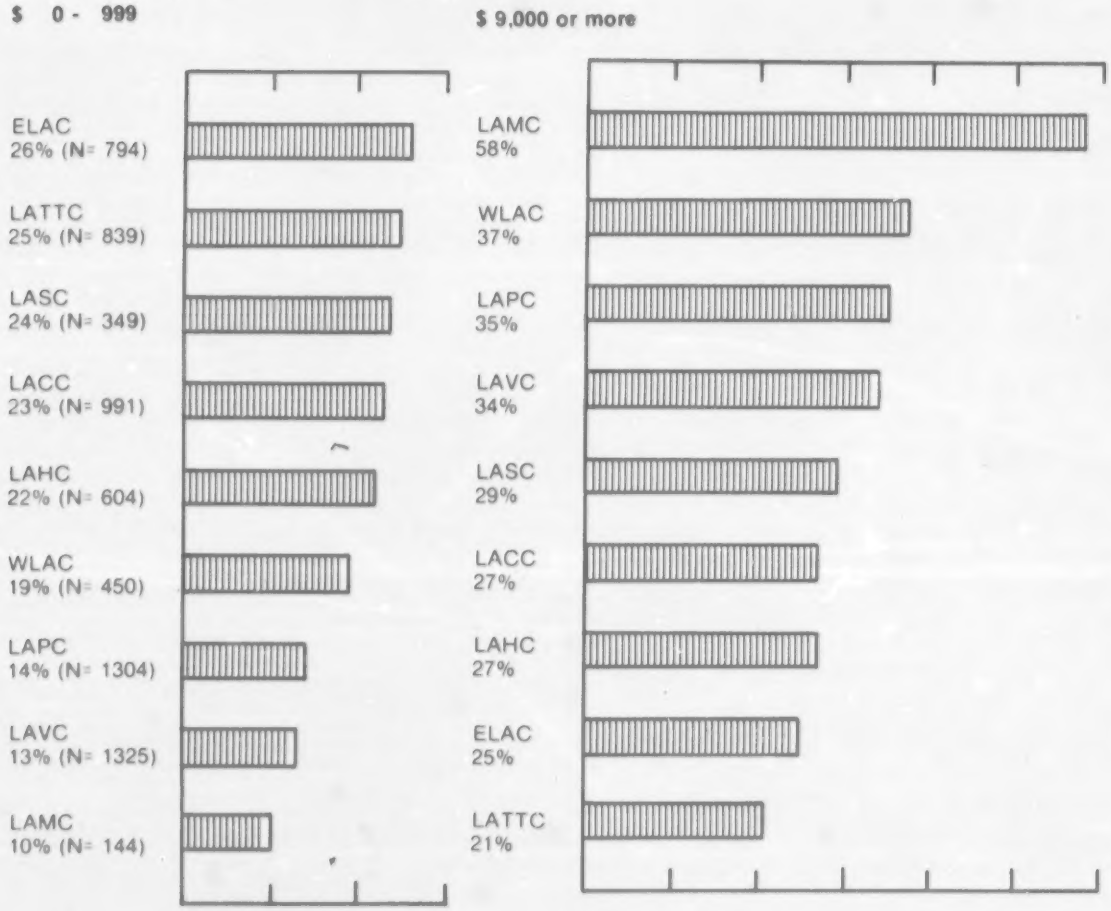
Personal income varied by several student characteristics. Except for those 65 years of age or older, a majority of respondents 25 years or more earned $9,000 or above in personal income. These students more often than others enrolled for occupational improvement or personal growth, were interested in business or secretarial subjects, had an associate or higher degree already and reported grade point averages above 3.0, were enrolled part-time in evening, outreach or non-credit classes, and were married and/or employed full-time. Characteristics of those reporting lower personal income were nearly opposite: students were typically under 20, single, freshmen attending full-time during the day, and either not working or with part-time jobs. Variation in personal income was also consistent with variation in parental income.

Please estimate your personal annual income. (Include all income)



The graphs below illustrate variations among colleges in reported low and high personal income categories. As with parental income, personal income was generally lower among students from inner-city colleges than for those attending suburban colleges. Incomes under $1,000 were most often reported by students from East, Trade-Tech, Southwest and City, while incomes of $9,000 or more were most frequent among students attending Mission, West, Pierce and Valley.

PLEASE ESTIMATE YOUR PERSONAL ANNUAL INCOME. (Include all income).

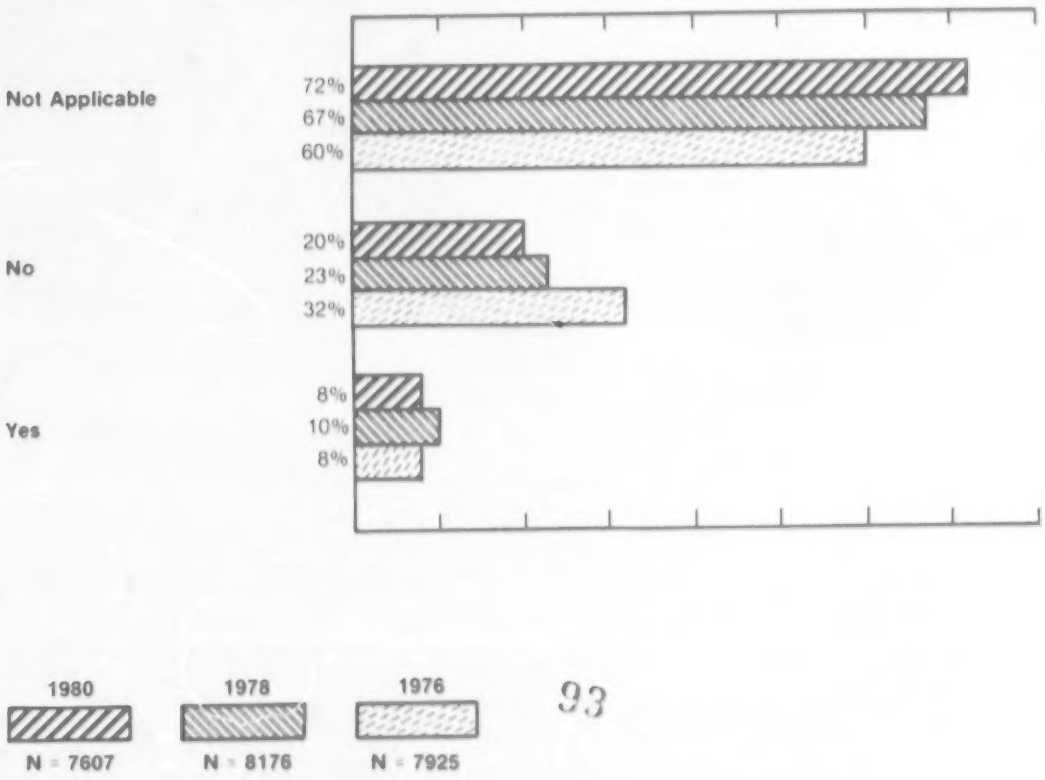


Interest in Campus Child Development Centers

A large, 72% majority of respondents did not find child development centers applicable to their needs or interests, as the graph below indicates. Interest in the centers has remained about the same for the three survey years, at from 8% to 10%. The irrelevance of the centers has increased somewhat over the years, while no interest has decreased.

As expected, most students interested in child development centers were women, married, and/or between 25 and 34 years of age. Interest in child care was more frequent among occupational students and those interested in allied

Are you interested in enrolling your child(ren) in the campus development center?

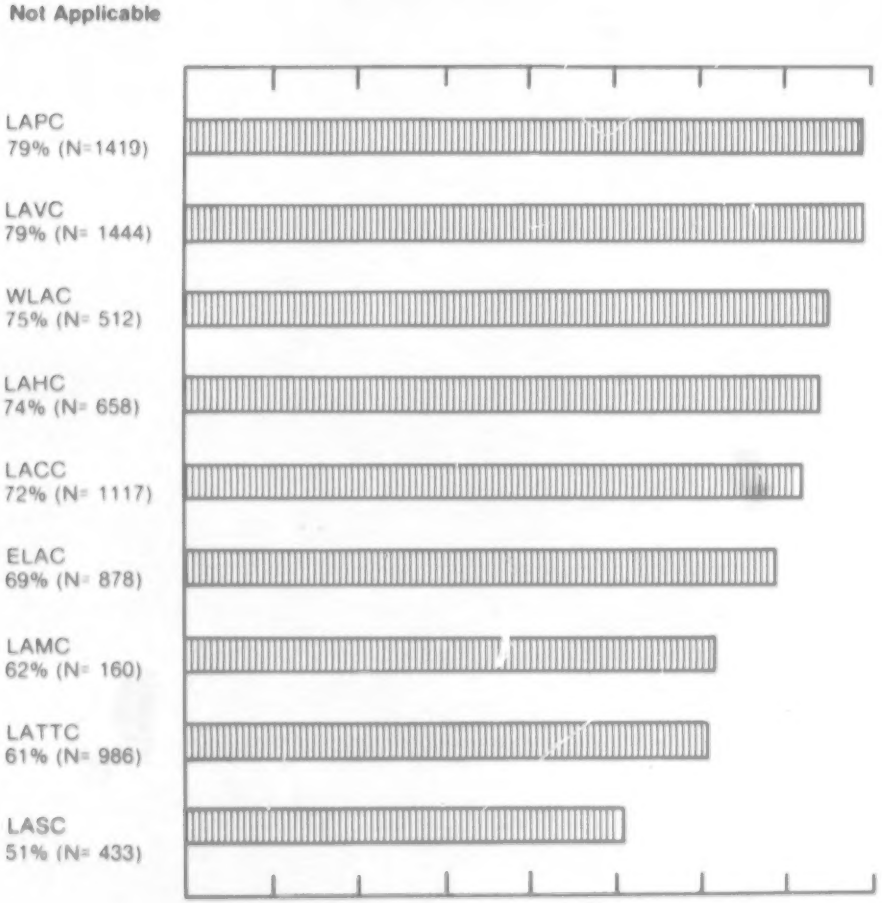


93

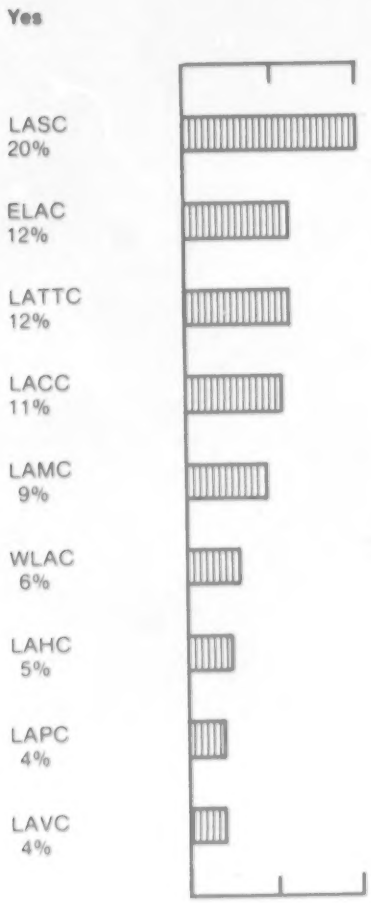
health or home economics subjects than among other students. Blacks and Hispanics were more often interested in services than students from other ethnic groups, and surprisingly, interest was higher among evening than day students.

The graphs below and on the following page show variations among colleges in students' need for or interest in child care services. The highest proportions of students for whom services were not applicable were from Pierce and Valley; the lowest proportions were from Mission, Trade-Tech,

ARE YOU INTERESTED IN ENROLLING YOUR CHILD(ren) IN THE CAMPUS DEVELOPMENT CENTER?



and Southwest. Those interested in using services was the highest proportion at Southwest, with East, Trade-Tech and City also above-average. Students least interested were from those same colleges whose students found services inapplicable: Pierce, Valley, Harbor and West.



SECTION VI: Survey Design

SURVEY DESIGN

Background and Development of the Survey Instrument

The District has periodically conducted surveys of students to collect data on their background characteristics, enrollment patterns, and perceptions of college attendance and academic goals. The District Research Committee has developed the present survey instrument to meet the specific needs for data they identified. Initial surveys, however, were part of national samples coordinated by the Cooperative Institutional Research Program (CIRP), which conducts annual surveys of entering freshmen attending American colleges and universities.

In 1970, only Los Angeles City College participated in the CIRP survey. In 1974, all District colleges participated in the survey, and a report comparing results of the District and national samples was published by the District Office of Educational Research and Analysis (A Comparison of District and National Student Profiles - Fall 1974, Research Report 75-05, August, 1975).

The table on the following page shows Fall 1974 and Fall 1980 comparisons between the characteristics of first-time, full-time community college freshmen responding to the CIRP and District surveys. Comparisons both years show District students older, more often minority and/or working full- or part-time, lower in parental income, and with slightly lower degree goals than CIRP survey respondents. While the CIRP sample remained similar for both years except for higher income and more students working, the District sample also had a slightly higher proportion of minorities and lower degree goals in 1980 than in 1974. In addition, the 1980 comparison shows

District students slightly less often single and less well prepared for college by high school coursework than their counterparts nationwide.

Table 2

COMPARISONS OF FIRST-TIME, FULL-TIME FRESHMEN RESPONSES TO 1974 AND 1980 DISTRICT AND NATIONAL STUDENT SURVEYS, IN PERCENTAGES

	Fall 1974		Fall 1980	
Survey Items	District	CIRP	District	CIRP
Age:				
Less than 20 years	81	90	78	89
20 - 29 years	15	8	18	9
30 years or more	5	2	4	2
Ethnicity:				
Asian	10	1	9	1
Black	21	7	25	7
Hispanic	18	4	18	5
White	43	85	37	86
Other	8	3	11	1
Marital Status:				
Single			94	97
Employment:				
None	11	14	46	69
Part-time	67	70	47	30
Full-time	22	16	7	1
High School Education:				
College preparatory			58	77
Parents' Income:				
Less than $15,000	69	51	44	35
$15,000 or more	31	49	56	65
Highest Degree Goal:				
Associate	16	20	15	19
BA or higher	74	74	62	73
Number Responding	3,534	21,790	1,123	21,574

Although the CIRP national samples included students from both two- and four-year institutions, the survey instrument was designed for students enrolled in four-year institutions. A number of survey items had no relevance for most community college students, programs, or policies, and comparisons show District students less "traditional" than is typical of even community college freshmen nationwide. Moreover, first-time, full-time freshmen are a relatively small proportion of District students -- just 14% of the 1980 survey sample. A different survey instrument was needed which would have meaning for community college students from diverse backgrounds and with a variety of educational purposes.

In 1975, the District Research Committee designed its own survey instrument, using appropriate questions from the CIRP survey, and adding others comparable to statewide data on community college students or tailored to District college information needs. Each college added questions to the basic survey which were specific to their own institutional needs for information from students.

The first District survey was conducted in Fall 1976. Since then, an updated, revised version of the original instrument has been administered biennially. Subcommittees of the District Research Committee have recommended revisions and sampling procedures for adoption by the full committee; care has been taken to retain items for purposes of comparison, while making adjustments for new data needs or for more reliable response. Committee members have coordinated classroom administration of the questionnaires at each campus, while District Office research personnel have assisted in the preparation of the questionnaires, computer input and analysis, and the districtwide report. The 1980 version of the questionnaire is in Appendix A; college-specific questions, provided by all colleges but West, are included in a separate listing.

The Survey Sample

The initial sample was designed to include 10% of students enrolled at each college during first census, the fourth week of the semester. A systematic selection of 10 a.m. and 7 p.m. classes was made which would approximate the average proportions of day and evening enrollment. Instructors distributed and collected questionnaires from students attending these classes on Wednesday, October 22nd, the sixth week of the Fall 1980 semester.

An estimate based on information provided by six of the nine colleges indicates that 80% of sampled classes returned questionnaires. Of the 14,198 questionnaires distributed (10.3% of Fall 1980 enrollment) 7,958 were completed and returned, for a response rate of 56%. Proportions of total enrollment ranged from 4.7% (West) to 6.7% (Valley), averaging 6.0% districtwide. Appendix B gives the distribution and returns for each college.

Sampling procedures improved upon the proportional responses among colleges, with the range in proportions just 2.0 percentage points compared to 9.9 percentage points for the 1978 sample. Both the total number and the proportion of total enrollment, however, were slightly lower than in 1978, which had a 7% sample of 8,560.

Student and enrollment characteristics of the 1980 sample varied little from 1978 and 1976 samples, with proportions differing by no more than 5.0 percentage points. Inconsistencies between sample and actual enrollment, however, have persisted. The most notable differences are the younger age and more frequent full-time, day enrollment of sample respondents than of all students enrolled.

Table 3 on the opposite page presents comparison data for Fall 1980 sample and actual enrollment characteristics. Younger students under 25 years of age were 67% of the sample but 50% of actual enrollment; full-time students were 59% of the sample but 26% of enrollment; and day students (including both day and evening but not evening only) were 72% of the sample but 58% of enrollment. The table also illustrates variations between actual and sample characteristics for each college; Trade-Tech was particularly high, for example, in the proportion of full-time or day students in the sample compared to actual enrollment.

Vocational students were apparently underrepresented in the sample, as well. The proportion of vocational students in actual 1979-80 enrollment was compared to the proportion of students enrolled in the initial sample of classes identified as vocational using USOE codes. Districtwide, 57% of actual enrollment was in vocational courses, compared to 36% of the initial sample.

Three reasons for the discrepancies between actual and sample characteristics appear plausible:

- A lower response rate of and/or attendance in evening classes. Although few colleges reported returns by day and evening classes, the much higher response of day than evening students, in spite of the proportional day/evening sample design, suggests a lower return rate among evening classes and students sampled.
- Bias may be present in the types of classes offered at 10 a.m. and 7 p.m.. Vocational students in block programs such as those at Trade-Tech often begin classes early in the morning and continue through to mid-day; many evening laboratory classes start before 7 p.m.
- The sampling was based upon classes although the results were reported by students. When sampling classes, there is a greater probability of obtaining, and thus overrepresenting, full-time students than part-time students. This is because part-time students enroll in one or two classes while full-time students enroll in four or five classes. Thus, full-time students are

Table 3

A COMPARISON OF FALL 1980 SAMPLE AND ACTUAL ENROLLMENT CHARACTERISTICS, IN PERCENT

Characteristic	Source	LACC	ELAC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	Total
Ethnicity:											
Asian	Sample	15	17	7	1	4	1	7	8	9	9
	Actual	21	14	17	4	7	1	8	8	8	11
Black	Sample	32	2	13	12	2	96	52	4	45	23
	Actual	35	5	16	11	4	98	51	7	50	27
Hispanic	Sample	10	57	12	27	3	1	21	7	5	15
	Actual	20	68	19	42	7	1	25	13	6	22
White	Sample	24	11	54	50	84	1	10	71	34	42
	Actual	21	11	45	39	78	0	13	67	33	37
Other	Sample	19	11	15	9	7	2	11	10	7	11
	Actual	3	2	3	4	4	0	3	5	3	3
Sex: Female	Sample	52	48	55	58	54	71	37	52	56	52
	Actual	53	55	55	68	53	68	37	58	62	53
Age: Under 25	Sample	60	75	72	40	73	55	63	68	68	67
	Actual	47	55	53	32	59	49	45	49	43	50
Units: Full-time	Sample	57	61	64	23	53	57	80	52	56	59
	Actual	31	26	27	9	29	27	29	23	19	26
Status: First-time	Sample	41	34	34	49	36	45	37	36	45	38
	Actual	36	30	36	49	36	44	33	35	46	36
Time: Day	Sample	69	73	81	35	71	61	88	70	69	72
	Actual	62	54	61	49	60	55	52	54	51	58
Level: Freshman/Sophomore	Sample	86	94	89	78	91	92	94	87	88	90
	Actual	89	88	87	88	88	95	95	87	82	88

present on campus twice as long as part-time students. When a particular moment in time is sampled, there will be more full-time students present than part-time. Because full-time students tend to be younger, work less and enroll more often than part-time students in day classes, these characteristics will also be overrepresented in the sample, as the comparison has shown. At the same time these overrepresented characteristics are probably those typically observed by full-time faculty, who repeatedly encounter larger proportions of full-time students in their classes than are represented in unduplicated enrollment.

Because of these differences between actual and sample characteristics, it is important to note sample variations by characteristics. Transfer as a reason for enrollment, for example was much higher among younger, full-time or day students than among older, part-time or evening students. Transfer-bound students were 48% of those under 25 years but 26% of those 25 years or more, 47% of day but 26% of evening enrollment, and 49% of full-time but 30% of part-time enrollment. Because younger, full-time day students are overrepresented in the sample, the intent to transfer is undoubtedly overstated, as well.

Some revisions in sampling procedures appear necessary if survey responses are to accurately reflect perceptions and characteristics of the student body as a whole.

APPENDIX

APPENDIX A

1980 STUDENT SURVEY

Dear Student:

Please take a few minutes of class time to complete this survey. The information you provide will enable the college to plan programs and services which better meet your needs. Please circle the number of the best answer below each question. Thanks very much for your help.

1. WHAT IS THE MOST IMPORTANT REASON YOU ARE ATTENDING COLLEGE? (CIRCLE ONE)

   1. To learn occupational or technical skills to get a job
   2. To improve occupational skills to advance in my job
   3. To prepare to transfer to a four-year college
   4. To develop basic learning skills
   5. To get a general education
   6. To take courses for personal growth or interest
   7. To help choose a career
   8. Other

2. WHAT IS THE MOST IMPORTANT REASON YOU CHOSE TO ENROLL AT THIS COLLEGE?

   1. No admissions requirements
   2. No tuition
   3. Close to home
   4. Reputation for good teaching
   5. Student activities (performing arts, athletics, etc.)
   6. Ethnic makeup of students attending
   7. Close to work
   8. Other

3. WHICH MOST INFLUENCED YOUR ENROLLMENT?

   1. College class schedule
   2. Newspaper ad or article
   3. Radio or television
   4. High school advisors
   5. College advisors
   6. Friends
   7. Community services announcement
   8. College brochure or flier

4. IN WHAT AREA OF STUDY DO YOU HAVE THE GREATEST INTEREST?

   1. Social & Behavioral Sciences
   2. Math, Physical/Life Sciences, Chem.
   3. Fine Arts & Humanities
   4. Business & Secretarial
   5. Language & Literature
   6. Health & Allied Health Fields
   7. Home Economics/Consumer/Family Studies
   8. Trades & Applied Technology
   9. Education, P.E., Recreation

5. DID YOU SELECT YOUR HIGH SCHOOL COURSES TO PREPARE FOR COLLEGE?

   1. Yes 2. No

6. WHAT WAS YOUR HIGHEST LEVEL OF EDUCATION BEFORE ATTENDING THIS COLLEGE?

   1. Some elementary school
   2. Elementary school diploma
   3. Some high school
   4. High school diploma
   5. Some college, no degree
   6. 2-year college degree
   7. 4-year college degree or higher

7. WHAT IS THE HIGHEST ACADEMIC DEGREE YOU PLAN TO OBTAIN?

   1. Not interested in degree
   2. High school diploma
   3. Certificate of completion
   4. Associate in Arts (2-year)
   5. Bachelor's or higher (4-year)
   6. Undecided

8. WHAT TYPE OF CLASSES DO YOU PLAN TO ATTEND?

   1. Classes for credit
   2. Non-credit Community Services and/or Continuing Education classes
   3. Both credit and non credit

9. ARE YOU INTERESTED IN ENROLLING YOUR CHILD(REN) IN THE CAMPUS CHILD DEVELOPMENT CENTER?

   1. Yes 2. No 3. Not applicable

10. HOW DO YOU USUALLY GET TO THE COLLEGE?

    1. Own car 3. Motorcycle 5. Bus
    2. Car pool 4. Walk 6. Bicycle

11-2. HOW MANY MILES DO YOU LIVE FROM CAMPUS?

    ____ ____ miles

    (EXAMPLE: If you live 3 miles away, mark 0 3 miles)

13-4. HOW MANY PAID HOURS PER WEEK DO YOU WORK?

    ____ hours/week

COLLEGE SERVICES

Please grade each service below that you have USED. Check this box below the grade (✓). Check the box below NOT USED if you haven't used the service.

GRADE:	SERVICE USED A	B	C	D	F	NOT USED	GRADE:	SERVICE USED A	B	C	D	F	NOT USED
15-6. Teaching						N/A	27-8. Job Placement						
17-8. Counseling							29-0. Handicap Services						
19-0. Financial Aids							31-2. Health Services						
21-2. E.O.P. & S.							33-4. Food Services						
23-4. Vets' Affairs							35-6. Admissions Office						
25-6. College Library							37-8. Child Dev. Center						

(OVER)

39-40. PLEASE ESTIMATE YOUR PARENTS' ANNUAL INCOME. (ANSWER ONLY IF YOU LIVE WITH YOUR PARENTS.)

1. $0-$2999
2. $3000-$5999
3. $6000-$8999
4. $9000-$11999
5. $12000-$14999
6. $15000-$17999
7. $18000-$20999
8. $21000-$23999
9. $24000-$26999
10. $27000+

41-42. PLEASE ESTIMATE YOUR PERSONAL ANNUAL INCOME. (INCLUDE ALL INCOME.)

1. $0-$ 999
2. $1,000-$1,999
3. $2,000-$2,999
4. $3,000-$3,999
5. $4,000-$4,999
6. $5,000-$5,999
7. $6,000-$6,999
8. $7,000-$7,999
9. $8,000-$8,999
10. $9,000+

43. WHAT IS YOUR CURRENT COLLEGE GRADE POINT AVERAGE?

1. Don't know
2. Below 2.00
3. 2.00-2.49
4. 2.50-2.99
5. 3.00-3.49
6. 3.50-4.00

44. HOW MANY SEMESTERS INCLUDING THIS ONE HAVE YOU BEEN AT THIS COLLEGE?

_____ Semesters

45-46. HOW MANY UNITS ARE YOU TAKING THIS SEMESTER? _____ Units

47. WHAT IS YOUR SEX?

1. Male
2. Female

48. IN WHICH CLASSES ARE YOU CURRENTLY ENROLLED?

1. Day (beginning before 4:30 p.m.)
2. Evening (beginning 4:30 p.m. or later)
3. Both

49. WHERE DO YOU ATTEND CLASSES?

1. On campus
2. Off campus (Outreach)
3. Both

50. WHAT IS YOUR MARITAL STATUS?

1. Single
2. Married
3. Divorced
4. Widowed

51. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR RACIAL OR ETHNIC BACKGROUND?

1. Black/Afro-American
2. Chicano/Mexican
3. White/Caucasian
4. Asian
5. Pacific Islander
6. American Indian/Alaskan Native
7. Filipino
8. Other (Specify) _____

52-53. WHAT IS YOUR AGE? ____ Years

54-58. ENTER YOUR ZIP CODE

9 _ _ _ _

COLLEGE-SPECIFIC QUESTIONS, 1980 STUDENT SURVEY

City

1. Is English the main language spoken in your home? 1. Yes 2. No

2. If no, what is the main language spoken in your home? _____

3. In what country were you born? _____

4. In what country did you last attend school? _____

5. If in the U. S. A., in what state? _____

6. If in California, in what school? _____

7. Have you ever attended any college besides LACC? 1. Yes 2. No

8. If yes, what college did you previously attend? _____

9. How much would you be willing to pay per day to have a guaranteed parking place on campus?

1. Nothing	3. $ .50 per day	5. $2.00 per day
2. $ .25 per day	4. $1.00 per day	6. Other _____

10. How much would you be willing to pay per semester for "student health services" (including on-campus services, physician fees, and hospitalization)?

1. Nothing	3. $ 10.00	5. $ 40.00
2. $ 5.00	4. $ 20.00	6. $100.00

East

1. Please fill in the number of people other than yourself who live in your home?

_____ Children under 21 years for whom you need child care services
_____ Children under 21 years for whom you do not need child care services
_____ Children between 21 and 12 years for whom you need child care services
_____ Children between 21 and 12 years for whom you do not need child care services
_____ People between 12 and 18 years of age
_____ People over 18 years of age

2. If you had all the child care services you needed, how many additional units would you be taking this semester? _____ Units

3. Have you ever been associated with the ELAC Upward Bound Program in any of the following ways?

1. I was in the program	3. My friend was in the program
2. My child was in the program	4. No association

4. How did Upward Bound affect your decision to attend ELAC?

1. Made me more likely to attend
2. No effect
3. Made me less likely to attend

5. What languages are spoken in your home? (Check all that apply.)

5. _____ English
6. _____ Spanish
7. _____ Korean
8. _____ Chinese
9. _____ Japanese
10. _____ Other (please indicate):_____

11. What is your current health plan coverage?

1. I'm not covered by any health plan
2. Medi-Cal
3. Blue Cross
4. Kaiser
5. Calif. Physician Service (CPS)
6. Ross Loos
7. Covered by union plan
8. Covered by another plan
9. Don't know

12. How did you first hear about ELAC?

1. High school counselor
2. Friend
3. Parent
4. High school teacher
5. College catalog or class schedule
6. Other printed material

Harbor

1. How did you learn about the college?

1. Newspaper
2. High school instructor
3. Friend
4. High school counselor
5. Community Service class

2. What is the total time you expect to spend at Harbor College (since the time you began)?

1. One semester
2. Two
3. Three
4. Four
5. More than four

3. How would you rate the importance of successful college achievement to your future? Important

1. Very
2. Quite
3. Average
4. Somewhat
5. Not very

4. How important is it for you to receive college credit for the classes which you are taking? Important

1. Very
2. Quite
3. Average
4. Somewhat
5. Not very

5. Is English the main language spoken in your home?

1. Yes 2. No If no, what language? _____

6. In what country were you born? _____

7. For which of the following reason(s) have you (or would you) withdraw from classes?

7. Personal or family illness
8. Textbook too hard to read
9. Enrolled in too many units
10. Classes boring
11. Family pressures
12. Written assignments too hard
13. Mathematics too hard
15. Didn't like the instructor
16. Financial problems
17. Didn't have transportation
18. Found a job
19. Work schedule changed
20. Too much homework
21. Course work too hard

22. Do you plan to apply for financial assistance? 1. Yes 2. No

23. How many children do you have? _____

24. What is your ability in English, Spanish, and other languages? (Circle one number in each category.)

	Speaking			Reading			Writing		
	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor
English	1	2	3	1	2	3	1	2	3
Spanish	1	2	3	1	2	3	1	2	3
Other	1	2	3	1	2	3	1	2	3

Mission

1. Which student services have you used?

1. Financial Aids
2. Veterans' Office
3. Placement Service
4. Health Service
5. Transportation
6. Tutoring
7. Counseling
8. Handicap Services
9. Other (please specify) _____

2. Do you feel sufficiently comfortable with the college faculty to discuss academic problems with at least one of its members? 1. Yes 2. No

3. What college service has been most valuable to you in the pursuit of your educational goals?

1. Counseling
2. Learning Resource Center
3. Tutoring
4. Financial Aids
5. Out-of-class contacts
6. Clubs, Athletics, and Student Activities
7. Handicap Services
8. Other (please specify) _____

4. What type of student activities are of interest to you?

1. Social events
2. Athletic events
3. Intramural competition
4. Student Government
5. Debate, music, art and theater activities
6. Other (please specify) _____

Pierce

1. Which one of the following best describes your reason for taking courses this semester at Pierce College?

   1. To complete a vocational program and get a certificate or degree.
   2. To learn job skills quickly and get a job.
   3. To learn new skills or improve present skills for the job I now have.
   4. To maintain my license or certificate.
   5. To complete my lower division requirements to transfer to a four-year college.
   6. To get credit for a course; I'm a full-time student at another college.
   7. To participate in the intercollegiate athletic program.
   8. To explore different areas to plan the rest of my life.
   9. To pursue a personal hobby.
   10. Other _____.

2. Is it important that you get college credits for your classes?

   1. Yes, very important.
   2. Yes, I'd like the credit.
   3. I don't really care; it would be nice.
   4. No, getting college credit is not important.

3. Do you fit into any of the following groups? (Mark each item)

3.	Financially Disadvantaged	_____ Yes	_____ No
4.	Educationally Disadvantaged	_____ Yes	_____ No
5.	Limited English Speaking	_____ Yes	_____ No
6.	Physically Handicapped	_____ Yes	_____ No
7.	Homemaker, back on the labor market	_____ Yes	_____ No
8.	In a vocational program not traditional for your sex	_____ Yes	_____ No

Southwest

1. I chose to attend Los Angeles Southwest College as a result of: (Check one or more)

   1. A contact by a Southwest College counselor
   2. A contact by a faculty or staff member of Southwest
   3. A contact with the Community Services program of Southwest
   4. The communication media (e.g. radio, TV, local newspaper, etc.)
   5. Proximity to my residence or place of employment
   6. The academic program
   7. The athletic program
   8. A special program (Indicate which program) _____
   9. A recommendation by a friend or relative
   10. A recommendation by a community agency
   11. A recommendation of business or industry
   12. A recommendation of a current or former student of Southwest
   13. A recommendation of faculty or staff of the high school I attended
   14. Other (Explain) _____

Trade-Tech

1. Do you have medical or health insurance? 1. Yes 2. No

2. If special student medical/health insurance were made available, how much would you be willing/able to pay for it? (Please fill in number of dollars per semester.) $___ ___

3. Please indicate your major department by circling the number next to it below:

32. Apparel	39. Drafting	33. Art Trades
34. Automotive	44. Metals	35. Bldg. Construction
21. Business	45. Printing	41. Elect. - Mechanical
36. Chem. Tech.	37. Cosmetology	11. Arts, Philosophy,
38. Culinary	42. Electronics	Social Sciences
43. Nursing/Health	91. Apprentice	

4. Is your educational program related to your employment? (Please answer only if you work.)

1. Yes, directly 2. Yes, indirectly 3. No

5. Are you enrolled in a cooperative education/work experience program?

1. Yes	3. Not interested	5. Don't know about the
2. No	4. Not eligible	program

Valley

1. What is the importance of attending college to you?

1. Very important	3. Of average importance	5. Not very important
2. Quite important	4. Somewhat important	

2. From the time you started here, what is the total time you expect to spend at Valley College?

1. One semester	3. Three semesters	5. More than four semesters
2. Two semesters	4. Four semesters	

3. How important is it for you to receive college credit for the classes which you are now taking?

1. Very important	3. Of average importance	5. Not very important
2. Quite important	4. Somewhat important	

4. Did you take any community services (no-credit) courses at this college? If so, how many?

1. None	3. Two	5. More than three
2. One	4. Three	

5. What is your ability in English, Spanish, and other languages? (Circle one number in each category.)

	Speaking			Reading			Writing		
	Excellent	Good	Poor	Excellent	Good	Poor	Excellent	Good	Poor
English	1	2	3	1	2	3	1	2	3
Spanish	1	2	3	1	2	3	1	2	3
Other	1	2	3	1	2	3	1	2	3

6. How can the school best communicate with you?

1. School newspaper
2. Class bulletins
3. Personal letter
4. Phone
5. Other (please specify) _____

_____

Appendix B

Survey Samples and Returns

Colleges		Classes Sampled[1]		Students Sampled		Percent of Enrollment[2]	
		Distributed	Returned	Distributed	Returned	Distributed	Returned
East	N	46	36	1786	927		
	%		78.3		52.0	10.3	5.6
City	N	54		2235	1174		
	%				52.1	10.4	5.8
Harbor	N	33	25	1200	687		
	%		75.8		57.3	10.3	5.8
Mission	N	17	13	392	164		
	%		76.5		41.8	10.8	5.1
Pierce	N	58	52	2498	1453		
	%		89.7		58.3	10.2	6.3
Southwest	N	21	16	746	450		
	%		76.2		60.3	10.3	6.4
Trade	N	61		1732	1054		
	%				60.3	10.2	6.4
Valley	N	59		2372	1499		
	%				63.2	10.1	6.7
West	N	30	22	1237	550		
	%		73.3		44.5	10.2	4.7
District	N	379	164	14198	7958		
			80.0		56.1	10.3	6.0

[1]District percentage of classes returning surveys was computed using only the total number distributed (205) for those six colleges where class information was provided.

[2]Based upon the first census unduplicated enrollment.

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